DOCUMENT RESUME

ED 237 630 CE 032 098

| | |
|---|---|
| AUTHOR | Wright, Jeannie; And Others |
| TITLE | Creative Options for Children of the Eighties. Reducing Stereotyping in Career Education K-6. A Manual to Assist the Classroom Teacher. |
| INSTITUTION | Maine School Administrative District 15, Gray. |
| SPONS AGENCY | Maine State Dept. of Educational and Cultural Services, Augusta. Office of Career Education. |
| PUB DATE | 81 |
| NOTE | 169p. |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01/PC07 Plus Postage. |
| DESCRIPTORS | *Attitude Change; *Career Awareness; *Career Choice; Career Development; *Career Education; Disabilities; Educational Resources; Education Work Relationship; Elementary Education; Equal Opportunities (Jobs); Exceptional Persons; Learning Activities; Nontraditional Occupations; Occupational Information; Role Perception; Self Evaluation (Individuals); Sex Bias; Sex Fairness; Sex Role; Sex Stereotypes; *Stereotypes; *Student Attitudes; Transparencies |
| IDENTIFIERS | Maine |

ABSTRACT

This idea book is an activity guide prepared for teachers of grades K-6. The activities are designed to assist elementary teachers in providing students with a greater awareness and understanding of how bias and stereotyping affect career choice. Since most biased and stereotypic behaviors are learned during early childhood, activities are aimed at combatting this problem. Section 1 contains specific goal statements for each grade level, with appropriate activities. Activities are coded as either "brief" (requiring 15-25 minutes) or "extended" (requiring several 20-minute lessons throughout the week). Information given for each activity includes materials needed, procedures, related activities, and suggestions for subjects into which the activity could be infused. The concepts of the activities are presented in a logical sequence. Some of the activities include family circles, cleaning, pantomime of jobs, spin a web, people's choice, career pockets, colonial coins, assembly line production, lifestyle surveys, and mock jobs. The second section of the guide contains transparency masters keyed to the activities, lists of job clusters, job titles, sources of information on handicapped persons, a bibliography, and bulletin board ideas. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PRINTED BY
THE OFFICE OF CAREER EDUCATION,
STATE DEPARTMENT OF EDUCATIONAL
AND CULTURAL SERVICES
1981

THE MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES INSURES EQUAL EMPLOYMENT, EQUAL EDUCATIONAL OPPORTUNITIES, AND AFFIRMATIVE ACTION REGAPDLESS OF RACE, SEX, COLOR, NATIONAL ORIGIN, RELIGION, MARITAL STATUS, AGE, OR HANDICAP.

# REDUCING STEREOTYPING
# IN
# CAREER EDUCATION
# K-6

A Manual To Assist The Classroom Teacher

Developed by the following teachers of SAD #15

Jeannie Wright

Linda Ferri

David Flynn

Bette Conley

Marilyn Sherman

Cover design by Sheldon Milligan Age 10

# FOREWORD

Creative Options, A VERY APPROPRIATE TITLE FOR THIS IDEA BOOK, SUGGESTS ACTIVITIES FOR INFUSING CAREER EDUCATION INTO THE REGULAR CURRICULUM. THE CONCEPTS ARE PRESENTED IN A LOGICAL SEQUENCE. THE ACTIVITIES ARE ARRANGED IN A FORMAT WHICH PROVIDES SOME LATITUDE IN THEIR IMPLEMENTATION.

EVERY ATTEMPT IS MADE TO REDUCE STEREOTYPING THROUGH THOUGHTFUL PRESENTATION OF THE ACTIVITIES AND DISCUSSIONS.

THE TEACHERS OF S.A.D. #15 ARE TO BE COMMENDED FOR THEIR COLLABORATIVE EFFORT. AS A RESULT OF THEIR COLLECTING, EXPERIMENTING AND SHARING, OTHER MAINE CHILDREN, THROUGH THE EFFORTS OF THEIR TEACHERS, WILL BE BLESSED WITH A BROADER MORE BIAS-FREE AWARENESS OF CAREER EDUCATION.

CAROLINE H. STURTEVANT, DIRECTOR
DIVISION OF CURRICULUM

# HOW TO USE THIS MANUAL

Creative Options is an activity guide prepared for teachers, grade levels kindergarten through six. The activities are aimed at assisting elementary teachers to provide students with a greater awareness and understanding of how bias and stereotyping affect career choice. Realizing that most biased and stereotypic behaviors are learned during early childhood, activities are aimed at combating this problem. Section I contains specific goal statements for each grade level with appropriate activities. Each activity has a code at the bottom of the page. At the center are the words, "brief" or "extended." A brief activity can be carried out in approximately 15-25 minutes, depending on the grade level. An extended activity may require several 20 minute lessons throughout the week. In the lower left-hand corner of each page, recommendations are made for integration of activities into specific curriculum areas, while in the lower right-hand corner appropriate grade levels are indicated. These recommendations have proven successful at Gray-New Gloucester, but several activities can be successfully implemented at other grades.

# RATIONALE



Career Education is synonymous with relevant education. Children of the 80's want answers. They need to know that their schooling is a tool to use throughout their lives. The activities in this book are designed to relate school subjects more closely with the real world.

As many publishing companies rush to produce "Career Education" materials, they are overlooking many important factors. It is difficult for classroom teachers to locate materials that are not stereotyped either sexually, racially, or in dealing with handicapped issues.

It is important to state that we do not think of career education as an entity unto itself. Career Education is a way of making the present curriculum more relevant. Career Education can be infused in all subject areas and at any grade level.

Elementary classroom teachers have a very special rapport with their students. The example set by teachers in dealing with stereotypes is perhaps more important than the activity being presented. We are living in changing times and to prepare students for this changing society is a challenge. We cannot hope to provide answers but we can provoke questions with students that need to be addressed. We need to raise questions about our own biases and to see how these biases affect our interpretation of the present curriculum.

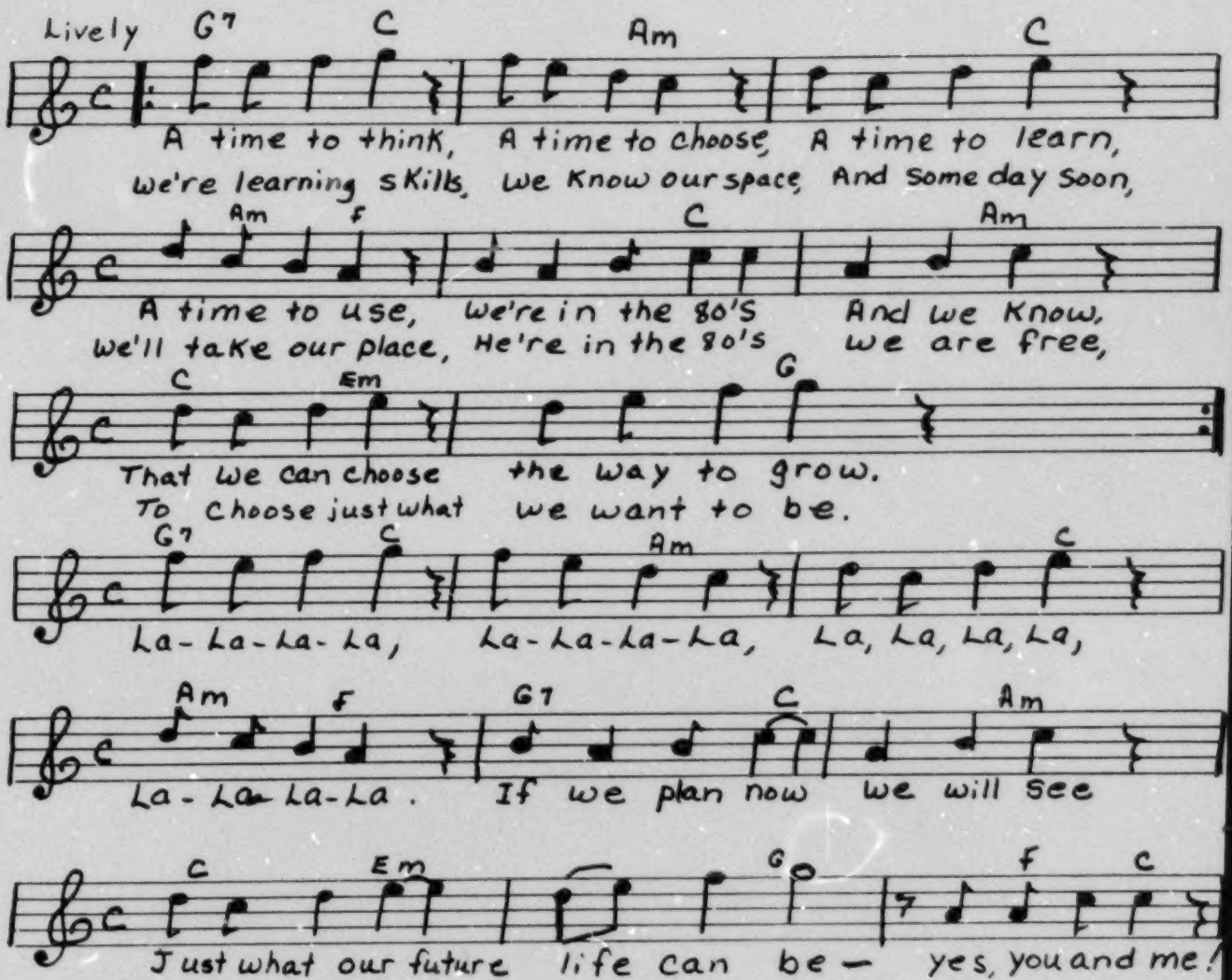
- What can I do to eliminate sex role stereotyping since it has existed for many years?
- How can my present teaching techniques be modified to promote sex equity in my classroom instruction?
- What do I look for when examining print and non-print materials to decide if they are equitable?

The answers to these and other questions are not within the scope of this book. However, it is suggested that teachers seek out the advice and assistance of their affirmative action coordinator or contact the Office for Educational Equity, Department of Educational and Cultural Services in Augusta, Maine.

Don't forget, this book has been prepared with equity in mind. But, a non-stereotyped book does not automatically provide equity. It is simply a tool which must be employed with specific strategies designed to overcome the effects of existing stereotypes for its impact to be truely felt. Educators are strongly encouraged to seek out those opportunities which will expand career options for their students. We believe equity is one of the most important elements of expanding career options. We hope you will share in this belief.

# Song for the 80's

Words and music
by Bette Conley


Lively
G7 C Am C
A time to think, A time to choose, A time to learn,
we're learning skills, we know our space, And some day soon,
Am F C Am
A time to use, we're in the 80's And we know,
we'll take our place, We're in the 80's we are free,
C Em G
That we can choose the way to grow.
To choose just what we want to be.
G7 C Am C
La-La-La-La, La-La-La-La, La, La, La, La,
Am F G7 C Am
La-La-La-La. If we plan now we will see
C Em G F C
Just what our future life can be — yes, you and me!

## YOU'VE GOT TO BE TAUGHT TO UNDERSTAND AND RESPECT

You've got to be taught from year to year
It's got to be drummed in your dear little ear,
You've got to be carefully taught.

You've got to be taught to understand the
range of differences there are in life
The colors, the values, the everyday strife
You've got to be carefully taught.

You've got to be taught before it's too late
Before you are three or four or five
To respect all the people in the family of man,
You've got to be carefully taught
You've got to be carefully taught.

TABLE OF CONTENTS

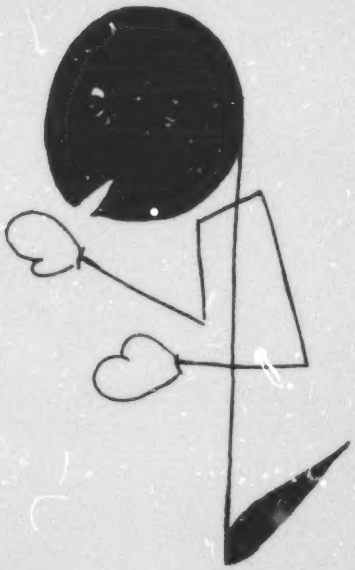

| Goals and Activities | Page |
|---|---|
| Kindergarten | 1 |
| First Grade | 17 |
| Second Grade | 29 |
| Third Grade | 41 |
| Fourth Grade | 53 |
| Fifth Grade | 69 |
| Sixth Grade | 80 |
| Ditto Masters | 92 |
| Appendices | 109 |
| Bibliography | 113 |
| Bulletin Board Ideas | 114 |

## GOALS FOR KINDERGARTEN

1. STUDENT WILL BE AWARE OF ROLES IN HIS/HER HOME.

2. STUDENT WILL UNDERSTAND AND APPRECIATE THE IMPORTANCE OF EACH INDIVIDUAL'S CONTRIBUTIONS TO THE HOME.

3. STUDENT WILL BE ABLE TO DEFINE WHAT HIS/HER OWN ROLE IS WITHIN THE HOME.



## SONG-BUDDIES AND PALS

MATERIALS: SONGBOOK - DO YOUR EARS HANG LOW?
BY TOM GLAZER P. 10 (SEE BIBLIOGRAPHY)

PROCEDURE:

1. LEARN SONG
2. DISCUSS WHETHER BOYS OR GIRLS OR 1 GIRL AND 1 BOY ARE TALKING. WHAT DO BUDDIES AND PALS DO?

RELATED ACTIVITIES:

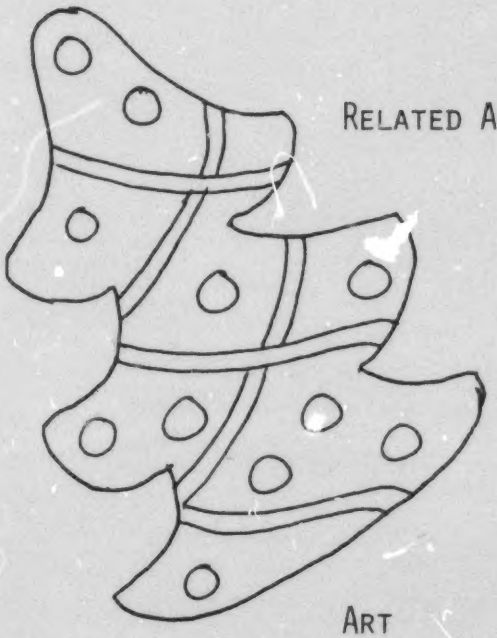
1. DRAW SOMETHING YOU LIKE TO DO WITH A FRIEND. ASSEMBLE IDEAS FOR A MURAL.
2. MAKE A SPECIAL CARD FOR A FRIEND.

# COOKIE PAINTING

MATERIALS: SUGAR COOKIES, EVAPORATED MILK, FOOD COLORING, FINE-TIPPED PAINTBRUSHES, SMALL CUPS OR SAUCERS.

PROCEDURE:

1. TINT SMALL AMOUNTS OF MILK WITH FOOD COLORING. (ONE COLOR IN EACH CUP.)
2. STUDENTS PAINT PICTURES OR WORDS ON COOKIES.
3. BAKE ACCORDING TO RECIPE DIRECTIONS. NOTE: COOKIES ARE PAINTED BEFORE THEY ARE BAKED.



RELATED ACTIVITIES:

1. STUDENTS EXPERIMENT WITH COLOR MIXING
2. STUDENTS MAKE UP WORD PROBLEMS USING THE COOKIES.

# ODD JOBS

MATERIALS: PICTURE OF A BOY BABYSITTING.
PICTURE OF A GIRL TAKING OUT GARBAGE
ANY NON-TRADITIONAL SCENE

PROCEDURE: 1. LEAD DISCUSSION ABOUT THE PICTURE

A. WHAT DO YOU THINK THIS BOY IS DOING?

B. WHAT MAKES YOU THINK SO? HOW CAN YOU TELL?

C. WHAT SKILLS ARE REQUIRED TO BABYSIT?

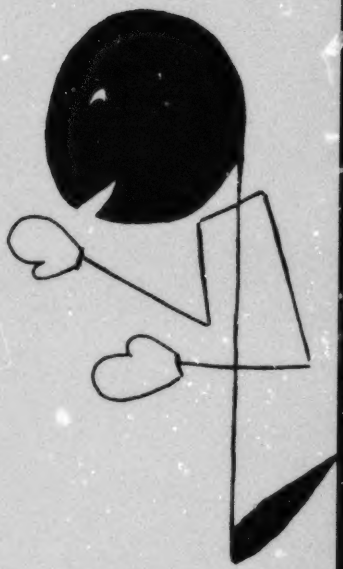
D. CAN BOTH BOYS AND GIRLS LEARN TO BABYSIT?

E. DO YOU KNOW ANYONE WHO EARNS MONEY BABYSITTING?/ DOING ODD JOBS/ ETC.

F. NAME SOME OTHER JOBS THIS PERSON COULD DO WITH THESE SKILLS.

NOTE: TRY TO INCLUDE IF POSSIBLE RACIAL VARIATIONS AND HANDICAPPED.

SOCIAL STUDIES
LANGUAGE ARTS BRIEF K



## SONG-EVERYONE MAKES MISTAKES

MATERIALS: SESAME STREET SONGBOOK (SEE BIBLIOGRAPHY)
RECORD IF AVAILABLE

PROCEDURE:
1. DISCUSS WHAT MISTAKE MEANS.
2. LET STUDENTS SHARE SOME MISTAKE THEY HAVE MADE.
3. LEARN SONG.

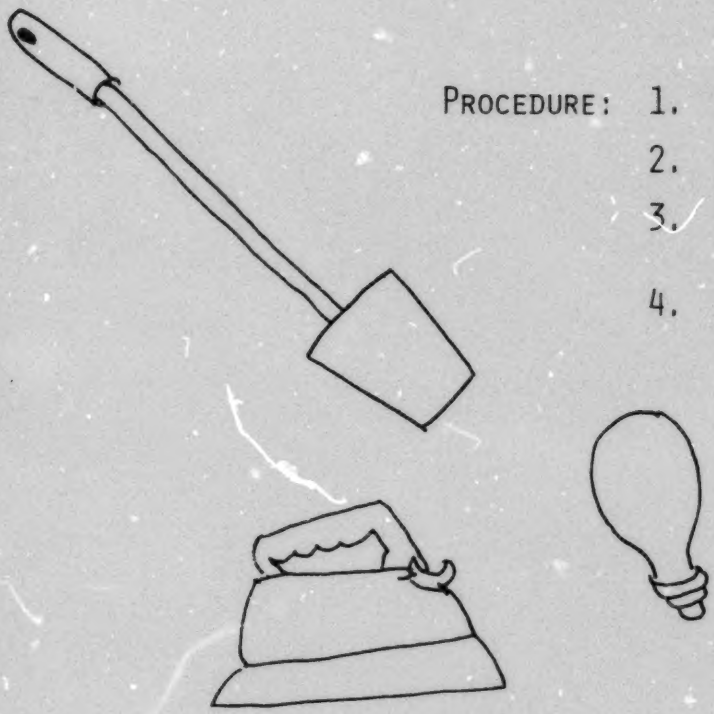
RELATED ACTIVITIES:
1. STUDENTS FIND MISTAKES IN PICTURES.
2. RESEARCH INVENTIONS THAT WERE THE RESULT OF A MISTAKE.
3. DRAW A MISTAKE IN A SPECIAL JOB
EXAMPLE: COOK PUTTING CAKE IN A WASHER.

| | | |
|---|---|---|
| LANGUAGE ARTS<br>SOCIAL STUDIES | BRIEF | K<br>ALL |

# DAD VS MOM

MATERIALS: COLLECT COMMON OBJECTS FROM HOME

EX. HAMMER
PANCAKE TURNER
IRON
BABY BOTTLE
ELECTRIC RAZOR
TAPE MEASURE
BROOM
LIGHT BULB



PROCEDURE:

1. WHAT IS THE ITEM?
2. WHAT IS IT USED FOR?
3. WHAT KIND OF PEOPLE USE THE _____ IN THEIR WORK?
4. CAN BOTH MOM AND DAD USE THE TOOL?

# BAKING

MATERIALS: PICTURE OF PICTURES OF CHILDREN BAKING AS A VISUAL DISPLAY. (PERHAPS USE AN OLD CHILDREN'S RECIPE BOOK)

PROCEDURE: 1. DIRECT DISCUSSION ABOUT PICTURES.

A. WHAT ARE THESE (BOYS/GIRLS/CHILDREN) DOING?

B. WHAT MAKES YOU THINK SO? HOW CAN YOU TELL?

C. WHAT SKILLS ARE NEEDED TO DO THIS JOB?

D. CAN BOTH BOYS AND GIRLS DO THIS JOB?

E. DO YOU KNOW OF ANYONE WHO WORKS IN A BAKERY?

F. WHAT OTHER JOBS COULD BAKERS DO?

# FAMILY CREST

MATERIALS: FAMILY CREST DITTO-(SEE DITTO K-1)
FAMILY SHIELD OR CREST-(IF POSSIBLE)

PROCEDURES:

1. EXPLAIN WHAT A FAMILY CREST IS-SHOW ONE OR PICTURES OF ONE IF POSSIBLE.
2. EXPLAIN THE VARIOUS DIVISIONS OF THE CREST AND WHAT IS TO GO INTO EACH SECTION.
   - A. PEOPLE IN MY FAMILY
   - B. MY HOME
   - C. THINGS I LIKE DOING WITH DAD
   - D. THINGS I LIKE DOING WITH MOM
   - E. MY PET OR ME

# MOBILES

MATERIALS: FOR BASE SHAPE: COATHANGER, STRAWS, CARDBOARD, THIN STICKS, OR PIPE CLEANERS (STRING OR THREAD)

FOR CUTOUTS, USE OLD GREETING CARDS, MAGAZINE PICTURES, FREE HAND DRAWINGS, OR CARDBOARD CUTOUTS.

PROCEDURE:

1. EACH STUDENT SHOULD SHAPE A BASE FOR HANGING OBJECTS.
2. STUDENT COLLECTS OR MAKES CUTOUTS FOR THE THEME OF THE MOBILE.
3. STRING EACH OBJECT OR CUTOUT AND ATTACH TO THE BASE.
4. ADD LOOP OF STRING AT THE TOP OF THE BASE TO DISPLAY MOBILE.

THEME CHOICES: TOOLS FOR PARTICULAR JOBS
INTERESTS OF HOBBIES
SPECIAL WORDS OR JOB SYMBOLS

ART
SOCIAL STUDIES
LANGUAGE ARTS

EXTENDED

K-ALL

# BAKING

MATERIALS: PICTURE OR PICTURES OF CHILDREN BAKING AS A VISUAL DISPLAY. (PERHAPS USE AN OLD CHILDREN'S RECIPE BOOK)

PROCEDURE: 1. DIRECT DISCUSSION ABOUT PICTURES.

A. WHAT ARE THESE (BOYS/GIRLS/CHILDREN) DOING?

B. WHAT MAKES YOU THINK SO? HOW CAN YOU TELL?

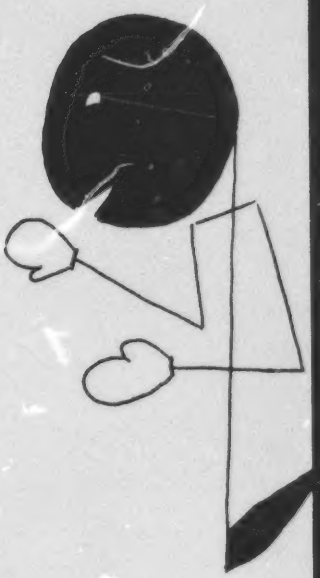
C. WHAT SKILLS ARE NEEDED TO DO THIS JOB?

D. CAN BOTH BOYS AND GIRLS DO THIS JOB?

E. DO YOU KNOW OF ANYONE WHO WORKS IN A BAKERY?

F. WHAT OTHER JOBS COULD BAKERS DO?

NOTE: INCLUDE IF POSSIBLE RACIAL VARIATIONS AND HANDICAPPED.



# SONG-SPECIAL

MATERIALS: SESAME STREET SONGBOOK (SEE BIBLIOGRAPHY)
RECORD IF AVAILABLE

PROCEDURE:
1. DISCUSS WHAT SPECIAL MEANS.
2. ASK STUDENTS TO TELL HOW THEY ARE SPECIAL
3. LEARN SONG

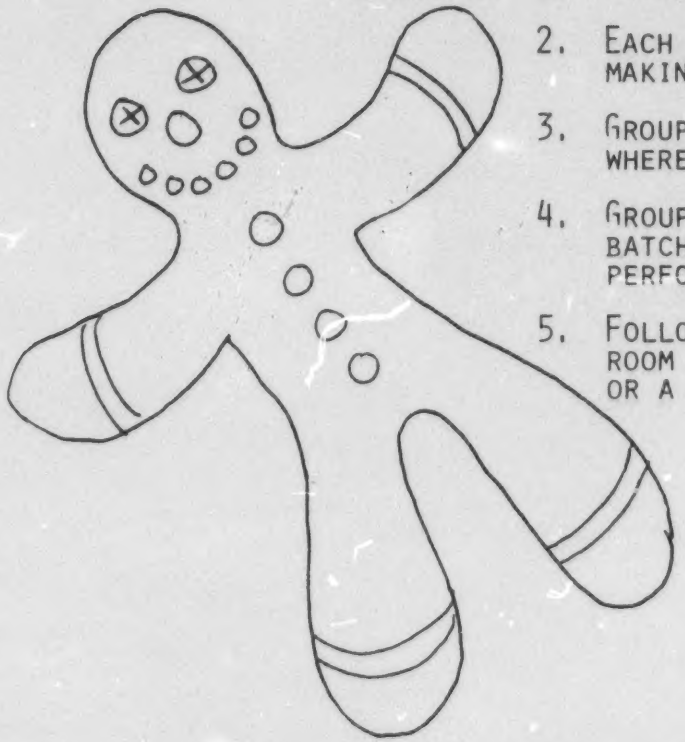
RELATED ACTIVITIES:
1. MAKE GRAPH OR CHART SHOWING EYE OR HAIR COLOR OF STUDENTS.
2. STUDENTS TRACE ONE HAND ON PAPER; FILL IN THE HAND WITH WORDS TELLING ALL THE THINGS A HAND CAN DO.

LANGUAGE ARTS BRIEF K-ALL

# COOKIE ASSEMBLY LINE

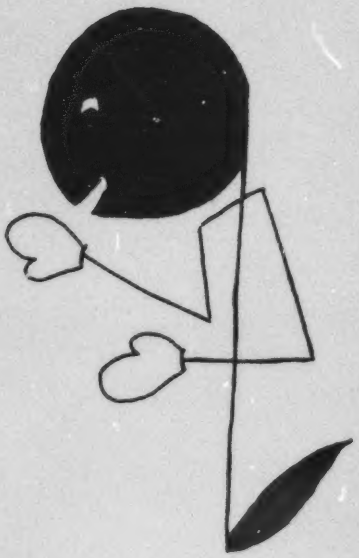
MATERIALS: 2 RECIPES FOR YOUR FAVORITE COOKIES OR BARS (RICE CRISPY CANDIES ETC.)-MAY GIVE VISUAL DIRECTION COOKING UTENSILS.

INGREDIENTS FOR SEVERAL BATCHES



PROCEDURE:

1. DIVIDE CLASS INTO TWO GROUPS A & B
2. EACH GROUP WILL BE GIVEN INGREDIENTS FOR MAKING A BATCH OF COOKIES.
3. GROUP A WILL USE AN ASSEMBLY LINE PROCEDURE WHERE EACH GROUP MEMBER DOES A SPECIFIC TASK
4. GROUP B WILL EACH HAVE MATERIALS TO MAKE A BATCH-(PERHAPS 4 IN A GROUP-WHERE MEMBERS MUST PERFORM ALL TASKS NECESSARY.
5. FOLLOW ACTIVITY WITH DISCUSSION-RELATE CLASS ROOM ACTIVITY TO THE ASSEMBLY LINE OF AN AUTOMOBILE OR A LOCAL INDUSTRY.



## SONG-ONE OF THESE THINGS

MATERIALS: SESAME STREET SONG BOOK P. 40
RECORD IF AVAILABLE (SEE BIBLIOGRAPHY)

PROCEDURE: USE SONG OR CHANT WORDS WHEN PLAYING A GAME WHERE STUDENT TELLS WHICH JOB OR TOOL OR WORD DOES NOT FIT WITH THE GROUP.

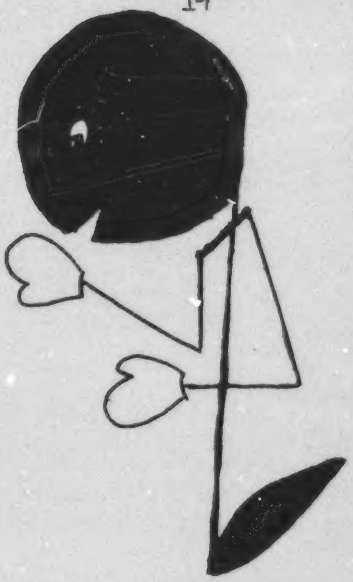
USING THE SONG HELPS TO SET AN INFORMAL TIME LIMIT FOR STUDENT WHO IS GUESSING.

RELATED ACTIVITIES:

STUDENTS MAY ENJOY CREATING THEIR OWN SETS OF OBJECT FOR A GAME. GREETING CARDS OR CATALOGUES ARE GOOD SOURCES FOR OBJECTS TO CUTOUT.

SOCIAL STUDIES BRIEF K-ALL

14



## ACTION SONG-IF YOU'RE HAPPY

MATERIALS: SONGBOOK - DO YOUR EARS HANG LOW?
P. 52 BY TOM GLAZER (SEE BIBLIOGRAPHY)

PROCEDURE: LEARN ACTION SONG PUTTING

1. IN RHYTHM WITH HANDS AND FEET.
2. DISCUSSION: WHAT MAKES YOU HAPPY?

RELATED ACTIVITIES:

1. MAKE UP OTHER VERSES AND ACTION
2. ILLUSTRATE A REALLY HAPPY TIME
3. BRAINSTORM FOR A LIST OF "HAPPY" WORKS.

# HAT COLLECTION

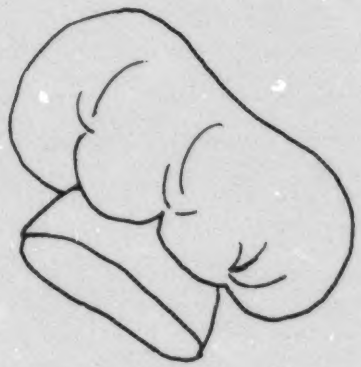
MATERIALS: HATS; ASSORTED SIZES, SHAPES, COLORS, USE TYPES TO REPRESENT VARIOUS JOBS AND OCCUPATION SKILLS.

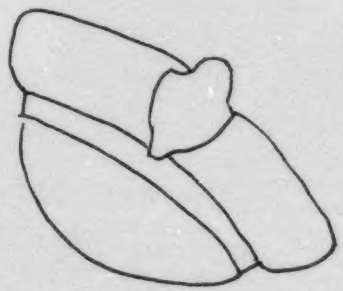
HATS COULD BE ACTUAL (BROUGHT IN BY STUDENTS) OR MADE FROM MATERIALS. PAPER, CARDBOARD, ETC.

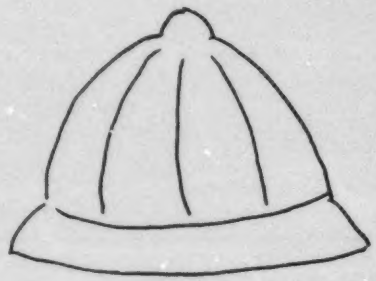
PROCEDURE:

1. HAVE EACH STUDENT CHOOSE A HAT.
2. STUDENTS MAY SWITCH HATS AFTER A CERTAIN TIME PERIOD.
3. TEACHER MAY DISTRIBUTE HATS INDISCRIMINATELY.
4. PLAY "MUSICAL HATS".

ALL STUDENTS WILL PANTOMIME OR TELL ABOUT THE JOB THEIR HAT REPRESENTS.







# CONCENTRATION

MATERIALS: OAKTAG CARDS OR INDEX CARDS.
PICTURES OF TOOLS FROM CATALOGUES MOUNTED AND LAMINATED (CLEAR CONTACT PAPER ALSO WORKS).
YOU NEED TO GET TWO PICTURES RELATED TO ONE SPECIFIC JOB - EXAMPLE: HAMMER: NAILS COMB: HAIR

PROCEDURE:

1. STUDENTS MAY WORK ALONE OR IN PAIRS.
2. TURN CARDS UPSIDE DOWN ON TABLE.
3. TAKING TURNS, CHILDREN WILL TURN OVER TWO CARDS AND TRY TO MATCH TOOLS USED BY ONE WORKER. MAKE SURE TO RETURN CARDS TO SAME SPOT SO MEMORY SKILLS ARE INVOLVED.
4. WHEN A STUDENT MAKES A MATCH, KEEP THE PAIR. STUDENT WITH MOST PAIRS WINS!

RELATED ACTIVITY: EXPLORE TOOLS NEEDED BY A HANDICAPPED PERSON TO ACCOMPLISH A JOB.

SOCIAL STUDIES
LANGUAGE ARTS
READING

BRIEF K

# 1st GRADE GOALS

1. STUDENT WILL BE AWARE OF ROLES IN HIS/HER SCHOOL.

2. STUDENT WILL UNDERSTAND AND APPRECIATE THE IMPORTANCE OF EACH INDIVIDUAL'S CONTRIBUTIONS TO THE SCHOOL.

3. STUDENT WILL BE ABLE TO DEFINE WHAT HIS/HER OWN ROLE IS WITHIN THE SCHOOL.

4. STUDENT WILL UNDERSTAND THE SIMILARITIES AND DIFFERENCES BETWEEN THE HOME AND THE SCHOOL.

# PANTOMIME HOME ROLES

MATERIALS: LIST OF DIFFERENT DUTIES PERFORMED AT HOME BY MOTHER, FATHER, SISTER, BROTHER, ETC.

PROCEDURE: HAVE THE TEACHER WHISPER OR WRITE DOWN DIFFERENT SKITS THE STUDENT CAN PANTOMIME IN FRONT OF THE CLASS. THE STUDENT WHO GUESSES THE RIGHT ANSWER GETS TO PANTOMIME NEXT.

EXAMPLES:
WASHING THE CAR
WASHING DISHES
CLEANING THE YARD
RAKING LEAVES

NOTE: TRY TO HAVE THE STUDENT PANTOMIME DUTIES THAT WOULD ENCOURAGE REDUCING STEREOTYPES.

# FAMILY CIRCLES

MATERIALS: CIRCLES CUT FROM OAKTAG OR CONSTRUCTION PAPER, CRAYONS, SCISSORS, PASTE, MANILA DRAWING PAPER, AND OLD CATALOGS.

PROCEDURE: DISTRIBUTE CIRCLES TO STUDENTS. STUDENT PUTS CIRCLES ON PAPER AND ARRANGES THEM AS HE/SHE SEES FAMILY MEMBERS IN RELATION TO EACH OTHER. PASTE ON DRAWING PAPER. CUT PICTURES FROM CATALOGS TO PICTURE ROLES.

ACTIVITIES: LARGE GENERAL BULLETIN BOARD FOR INDIVIDUAL BOOKLETS ON FAMILY MEMBERS.

SELF AWARENESS
ART
FAMILY

# CLEANING KIT

MATERIALS: 6 PAK SODA CONTAINERS
CLEANING SUPPLIES FROM HOME (OR MAY BORROW FROM CUSTODIAN)

PROCEDURE:

1. DISCUSS ROLE SERVED BY BUILDING CUSTODIAN.
2. MAKE A CLEANING KIT THAT CAN BE CARRIED TO DIFFERENT LOCATIONS IN THE ROOM.
3. ASSIGN CERTAIN TASKS TO BE COMPLETED.
   A. DUST BOOKSHELF
   B. CLEAN BLACKBOARD
   C. CLEAN DESK TOPS
   D. WASH SINK
4. UPON COMPLETION OF TASK, CLASS WILL DISCUSS REWARD IN DOING A GOOD JOB. MAY ALSO DISCUSS HOW ALL WORKERS DESERVE RESPECT FOR THEIR WELL DONE JOBS.

# MAPPING-HOME TO SCHOOL

MATERIALS: LARGE MURAL PAPER, OAKTAG, STUDENT MILK CARTONS, POSTER PAPER (LIQUID SOAP)

PROCEDURE:

1. TEACHER SKETCHES SCHOOL AND MAJOR STREETS FOR TOWN ON MURAL PAPER.
2. STUDENTS USE OAKTAG OR MILK CARTONS TO MAKE PAINTED PICTURES OF THEIR OWN HOMES. (CARTONS WILL MAKE 3-4 HOMES)

NOTE: ADD SMALL AMOUNT OF LIQUID SOAP TO PAINT WHEN PAINTING ON WAX CARTONS.

3. HOMES ARE ADDED TO THE MAP ON THE STREET WHERE EACH STUDENT LIVES. STUDENTS CAN BE ENCOURAGED TO PLACE THEIR OWN HOMES.

RELATED ACTIVITIES:

1. STUDENTS SUGGEST DIFFERENT ROUTES TO GET FROM HOME TO SCHOOL.
2. REMOVE ONE HOUSE AND STUDENTS GUESS WHO IS MISSING.
3. STUDENTS CREATE OTHER OBJECTS TO ADD TO MAP (TREES, SIGNS, CARS, ETC.)
4. STUDENTS MAY TRY TO MAP THEIR OWN BEDROOMS (LOOKING DOWN, IE. FLOOR PLAN)

# SCHOOL HELPERS

MATERIALS: DRAWING PAPER, CRAYONS, COLORED PAPER, BRASS TABS.

PROCEDURE:

1. MAKE AN APPOINTMENT TO VISIT THE FOLLOWING SCHOOL WORKERS:
   - PRINCIPAL
   - SECRETARY
   - COOK
   - NURSE
   - JANITOR

2. UPON RETURNING TO THE CLASSROOM, ASK EACH STUDENT TO DRAW A PICTURE OF A TOOL THE HELPER NEEDS TO DO HIS/HER WORK. COLLECT UNTIL ALL FIVE PAGES ARE COMPLETE. THEN DECIDE AN APPROPRIATE COVER AND MAKE A BOOKLET.

3. MAY RECORD STUDENTS THOUGHTS RELATED TO THEIR VISUAL.

4. GOOD TO CORRELATE ROLES IN THE HOME AND AT SCHOOL.
   A. WHO COOKS?
   B. WHO MAKES THE BIG DECISIONS?
   C. WHO CLEANS?
   D. WHO DRIVES?
   E. WHO HELPS YOU GET WELL?
   F. WHO GETS THE THINGS YOU NEED?

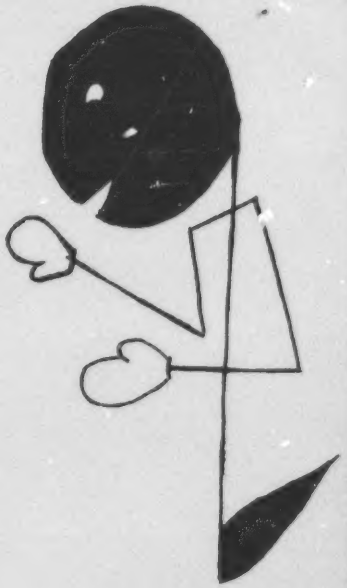
# WHAT I'D LIKE TO BE FROM A TO Z

MATERIALS: EXPERIENCE CHART PAPER
MAGIC MARKER
WHAT WILL I BE FROM A TO Z - SEE BIBLIOGRAPHY

PROCEDURE:

1. RECORD ON AN EXPERIENCE CHART EACH STUDENT'S JOB CHOICE BEFORE EXPOSURE TO THIS MATERIAL.
2. CHOOSE 5 PAGES TO READ EACH SESSION. AFTER EACH SELECTION POSE THE FOLLOWING QUESTIONS.
   A. DOES THIS PERSON WORK OUTSIDE OR INSIDE?
   B. WOULD THIS PERSON NEED MATH, READING, AND WRITING SKILLS?
   C. COULD THE JOB BE DONE BY MAN, WOMAN, OR BOTH?
3. IF YOU HAD TO CHOOSE ONE OF THESE 5 JOBS, WHAT WOULD IT BE?
4. AT THE END OF THE FIVE DAY PERIOD, AGAIN RECORD EACH STUDENT'S CHOICE.
   A. HOW MANY CHANGED JOB CHOICE?
   B. HOW MANY BOYS?
   C. HOW MANY GIRLS?

NOTE: ONCE COMPLETED EACH STUDENT MAY DRAW A PICTURE OF WHAT THEY WOULD REALLY LIKE TO DO AND WRITE A SHORT 2 OR 3 SENTENCE STORY. THESE MAY BE SHARED ON A BULLETIN BOARD OR AS A HALLWAY DISPLAY.



## SONG-IT'S ALRIGHT TO CRY

MATERIALS: WORDS TO THE SONG ARE FOUND IN THE BOOK "FREE TO BE... YOU AND ME" (SEE BIBLIOGRAPHY). RECORD WOULD BE HELPFUL.

PROCEDURE:
1. WORDS TO THE SONG MAY BE READ AND DISCUSSED.
2. STUDENTS MAY SHARE FEELINGS ABOUT CRYING.
3. DO PEOPLE CRY FOR THE SAME REASONS?
4. LEARN SONG.

RELATED ACTIVITIES:
1. ROLE PLAY MOODS
2. MIME HAPPY TO SAD FACE
3. DRAW PICTURES OF MOODS

# BOOK ABOUT ME

MATERIALS: COLORED PAPER, DRAWING PAPER, CRAYONS, BRASS TABS, IS THIS YOU? (SEE BIBLIOGRAPHY), AND MIRROR.

PROCEDURE:

1. SELF PORTRAIT- USE SPECIFIC QUESTIONS TO MAKE THE STUDENTS AWARE OF HOW THEY DIFFER PHYSICALLY FROM EACH OTHER. (EX. COLOR OF EYES, LENGTH OF HAIR, FRECKLES, ETC.) HAVE THE STUDENTS CHECK THEMSELVES IN A MIRROR IF POSSIBLE. PASS MATERIALS TO MAKE PAGE ONE IN A BOOKLET.
2. YOU AND YOUR FAMILY- PASS OUT MATERIALS AND ASK STUDENTS TO SHOW THEIR FAMILY. NOTE THE STUDENT'S PLACEMENT OF SELF IN THE FAMILY UNIT. THIS IS PAGE TWO.
3. HOME- DISCUSS THE VARIOUS POSSIBILITIES BEFORE WORKING ON PAGE THREE.
4. BEST FRIEND- AFTER DRAWING THEIR BEST FRIEND, DISCUSS WHAT MAKES A GOOD FRIEND.
5. BIRTHDAY PRESENT- AFTER DRAWING WHAT THEY WANT FOR THEIR BIRTHDAY, NOTE IF CHOICES COULD BE FOR A BOY OR GIRL.

ASSEMBLE THE FIVE PAGES INTO A BOOKLET. THE TEACHER MAY WANT TO RECORD A SENTENCE FOR EACH PAGE IF TIME ALLOWS. THE BOOK IS THIS YOU? IS AN EXCELLENT INTRODUCTION FOR EACH PAGE. THIS BOOK IS NOT NECESSARY, HOWEVER.

# BUILDING MODELS/JUMPING ROPE

MATERIALS: PICTURE OF STUDENT BUILDING A MODEL/JUMPING ROPE

PROCEDUCE: DIRECT DISCUSSION ABOUT PICTURE.

1. WHAT IS HE/SHE DOING?
2. WHAT MAKES YOU THINK SO? HOW DO YOU KNOW?
3. WHAT SKILLS ARE NEEDED?
4. DO YOU KNOW ANYONE WHO USES BUILDING MODELS/ JUMPING ROPE IN THEIR JOB?

NOTE: PICTURES MAY BE OBTAINED FROM CHILDREN'S BOOKS, MAGAZINES, OR PHOTOGRAPHS. SEE YOUR PUBLIC LIBRARY. INCLUDE IF POSSIBLE RACIAL VARIETIES AND HANDICAPPED.

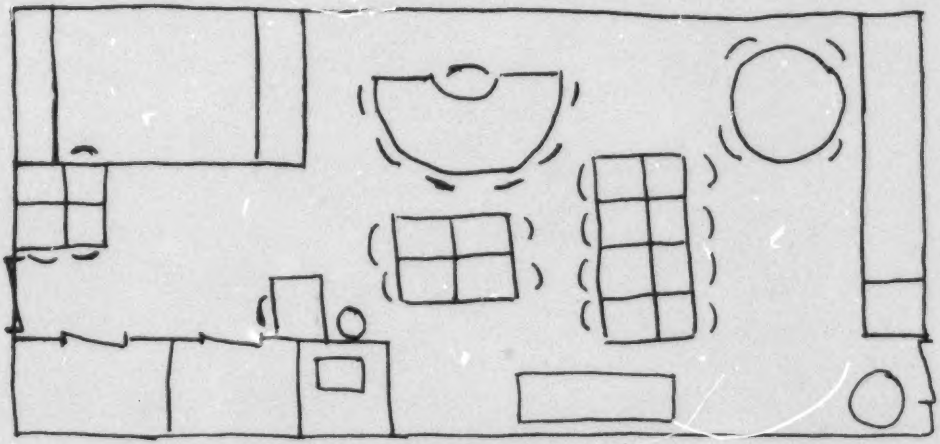
# MAPPING-SCHOOL

MATERIALS: CHALKBOARD, CHALK, ERASERS

PROCEDURE:

1. TEACHER DRAWS LARGE MAP OF THE ROOM ON THE BOARD.
2. ONE STUDENT LEAVES THE ROOM
3. AN ERASER (FROM BOARD) IS HIDDEN IN THE ROOM AND MARKED ON THE MAP.
4. STUDENT IS INVITED TO RETURN TO ROOM AND FIND ERASER BY USING MAP.

NOTE: ERASER SHOULD NOT BE ENCLOSED-IN LUNCH BOX, POCKET ETC.



# WATERING PLANTS

MATERIALS: VARIOUS POTTED PLANTS FOR ILLUSTRATION.

PROCEDURES: CLASS DISCUSSION:

1. WHAT SKILLS NECESSARY TO CARE FOR PLANTS?
2. CAN BOTH BOYS AND GIRLS LEARN TO CARE FOR PLANTS?
3. DO YOU KNOW ANYONE WHO TAKES CARE OF PLANTS FOR A JOB?
4. NAME SOME OTHER JOBS THESE STUDENTS COULD DO WITH THESE SKILLS.

FOLLOW-UP: GROW SEEDLINGS
CARE FOR PLANTS AS ROOM JOB.

## 2ND GRADE GOALS

1. STUDENT WILL BE AWARE OF ROLES IN HIS/HER COMMUNITY.
2. STUDENT WILL UNDERSTAND AND APPRECIATE THE IMPORTANCE OF EACH INDIVIDUALS CONTRIBUTION TO THE COMMUNITY.
3. STUDENT WILL BE ABLE TO DEFINE WHAT HIS/HER OWN ROLE IS WITHIN THE COMMUNITY.
4. STUDENT WILL BE ABLE TO RELATE HOME AND SCHOOL JOBS TO COMMUNITY ACTIVITIES.

# LINE-UP FOR EDUCATION

PROCEDURES: NON-SEXIST WAYS OF GROUPING PEOPLE.

HAVE STUDENTS LINE-UP BY-

COLORS: CLOTHING WORN, EYES, HAIR
GEOGRAPHIC LOCATION
ALPHABETICALLY
SIZE: HEIGHT, LENGTH OF HAIR, BIG, SMALL
BY BIRTHDATES, MONTHS, DAYS.

BY PARENTS OCCUPATION: IS IT INDOOR
OUTDOOR
PHYSICAL STRENGTH
MANUAL STRENGTH
WITH PEOPLE
WITH MACHINES
WITH UNIFORM
DIRTY
CLEAN
WITHOUT UNIFORM

* GOOD TIME FILLER, CAN BE AS SHORT, OR AS LONG AS DESIRED

ALL DISCIPLINES BRIEF ALL

# MAPPING-COMMUNITY

MATERIALS: LARGE MURAL PAPER, OAKTAG
POSTER PAINT

PROCEDURE:
1. TEACHER SKETCHES THE MAJOR STREETS OF THE COMMUNITY.
2. STUDENTS CREATE STORES AND BUSINESSES AND SIGNS.
3. EACH STUDENT ADDS HIS/HER BUILDING TO THE MAP.

RELATED ACTIVITIES:
1. STUDENTS SUGGEST DIFFERENT ROUTES FROM SCHOOL TO EACH BUILDING.
2. REMOVE ONE BUILDING, STUDENTS GUESS WHAT IS MISSING.

# STICK FIGURE MYSTERY

MATERIALS: STICK FIGURE DRAWINGS - (SEE DITTO 2-1)

PROCEDURE:

1. DISPLAY STICK FIGURE PICTURES AS A GROUP OR ONE AT A TIME.
2. LEAD DISCUSSION ABOUT PICTURES.
   A. NAME THE FIGURE.
   B. NAME THE JOB.
   C. NAME THREE SKILLS NECESSARY.

SOCIAL STUDIES
SCIENCE

BRIEF

2-ALL

# ABILITY & GOODWILL

MATERIALS: PAPER AND PENCIL

PROCEDURE: DAY 1

DIVIDE CLASS INTO 6 GROUPS

| 2 ALL FEMALE | 2 ALL MALE | 2 MIXED |
|---|---|---|

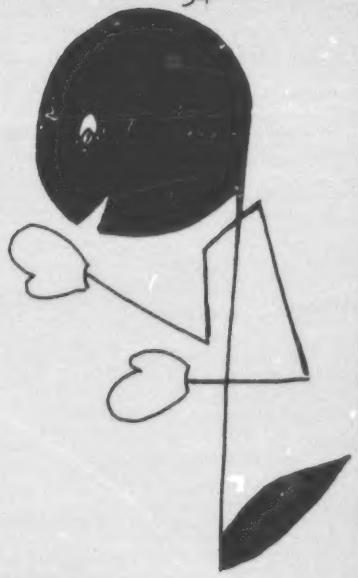
CHOOSE A RECORDER FOR EACH GROUP.

5 MIN. 1. LIST JOBS USUALLY FOR MALES.

5 MIN. 2. LIST JOBS USUALLY FOR FEMALES.

DAY 2

1. HOW ARE LISTS SAME-DIFFERENT?
2. CAN BOY ACCOMPLISH TASKS ON GIRLS LIST?
3. CAN GIRL ACCOMPLISH TASKS ON BOYS LIST?
4. HOW MANY IN THIS CLASS DO THE TASKS ON BOTH LISTS.
5. ARE THERE JOBS PEOPLE THINK YOU SHOULD DO BECAUSE YOU'RE A BOY?
6. ARE THERE JOBS PEOPLE THINK YOU SHOULD DO BECAUSE YOU'RE A GIRL?
7. COULD A PERSON WITH A HANDICAP DO SOME OF THESE JOBS?



# SONG-THE PEOPLE IN YOUR NEIGHBORHOOD

MATERIALS: SESAME ST. SONG BOOK P. 43-45
RECORD IF AVAILABLE (SEE BIBLIOGRAPHY)

PROCEDURE:

1. DISCUSS WHO SOME FAMILIAR NEIGHBORHOOD PEOPLE ARE, WHAT THEIR JOBS REQUIRE, WHETHER MEN AND/OR WOMEN CAN DO THE JOB, ETC.
2. IS THERE ANYONE IN YOUR NEIGHBORHOOD THAT IS DIFFERENT FROM YOU? HOW ARE THEY DIFFERENT?
3. LEARN THE SONG-REPLACE HE WITH SHE ON SOME VERSES.

RELATED ACTIVITIES:

1. STUDENTS MAY ILLUSTRATE SONG.
2. STUDENTS MAY HELP WRITE ANOTHER VERSE FOR A DIFFERENT JOB.
3. FIND PICTURES OF TOOLS OR OBJECTS NEEDED IN JOB.
4. VISIT A PLACE MENTIONED IN THE SONG OR INVITE A PERSON WHO DOES THAT JOB TO COME TO CLASS.

# PANTOMIME WORKERS

MATERIALS: LIST OF DIFFERENT OCCUPATIONS, EACH WRITTEN ON A SMALL PIECE OF PAPER. (SEE APPENDIX A)

PROCEDURE: PANTOMIME IS A MEANS OF COMMUNICATING WITHOUT USING WORDS. THE COMMUNICATION IS MADE THROUGH FACIAL EXPRESSIONS, GESTURES, AND OTHER MOVEMENTS.

1. EACH STUDENT RECEIVES A PIECE OF PAPER WITH AN OCCUPATION WRITTEN ON IT. (A PICTURE OF AN OCCUPATION MAY BE USED)
2. STUDENTS GET TO PANTOMIME THE OCCUPATION IN FRONT OF THE CLASS.
3. ANY STUDENT MAY GUESS WHAT OCCUPATION IS BEING PANTOMIMED.

RELATED ACTIVITIES: WORKING IN TEAMS TO PERFORM PANTOMIMING TO CREATE SHORT SKITS
EXAMPLE: GOING TO THE DENTIST.

## POETRY-MY DOG IS A PLUMBER

By Dan Greenburg

(Free to be...You and me) see bibilography

My dog is a plumber, he must be a boy.
Although I must tell you his favorite toy
Is a little play stove with pans and with pots
Which he really must like, 'cause he plays with it lots.
So perhaps he's a girl, which kind of makes sense,
Since he can't throw a ball and he can't climb a fence.
But neither can Dad, and I know <u>he's</u> a man,
And Mom is a woman, and <u>she</u> drives a van.
Maybe the problem is in trying to tell
Just what someone is by what he does well.

Procedure: This poem could be the introduction to a discussion of roles for men and women.

Related Activities:

1. Students could draw illustrations of dog in poem.
2. List all the activities mentioned in poem or cut out pictures of each activity.
3. Investigate kinds of dogs.

# TWIST

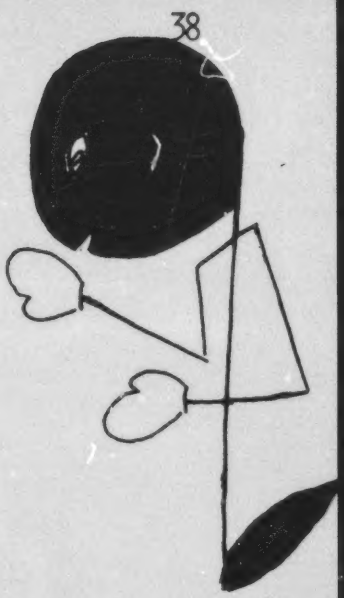
MATERIALS: STORY (PREFERABLY WITH FEW CHARACTERS - MAY CHOOSE STORY FROM AN OLD READING TEXTBOOK)

PROCEDURE:

1. READ THE STORY BUT REVERSE PRONOUNS OR ANY WORDS THAT REFER TO GENDER. (SHE BECOMES HE, HER BECOMES HIS, ETC.)
2. DISCUSS WITH STUDENTS THE IMPLICATIONS OF MAKING SUCH REVERSALS. DOES THIS "TWIST" INTERFERE WITH THE STORY?

RELATED ACTIVITIES:

1. YOU MAY ASSIGN SEX-NEUTRAL NAMES TO CHARACTERS AND THEN DECIDE IMPLICATIONS.
2. YOU MAY WANT TO MAKE A LIST OF NAMES THAT ARE SEX-NEUTRAL.
3. CAN EXTEND THE ACTIVITY TO "TWIST" ALL WORDS THAT REFER TO GENDER. (EX. HISTORY TO HERSTORY)
4. AS AN ART ACTIVITY, MAKE PICTURES TO REPRESENT THE NEW TWIST - (PENMANSHIP IS NOW PENWOMANSHIP)



## SONG-FREE TO BE....YOU AND ME

MATERIALS: WORDS TO SONG-RECORD IF AVAILABLE
(SONG OF SAME NAME, SEE BIBLIOGRAPHY)

"THERE'S A LAND THAT I SEE
WHERE THE CHILDREN ARE FREE."

PROCEDURE:

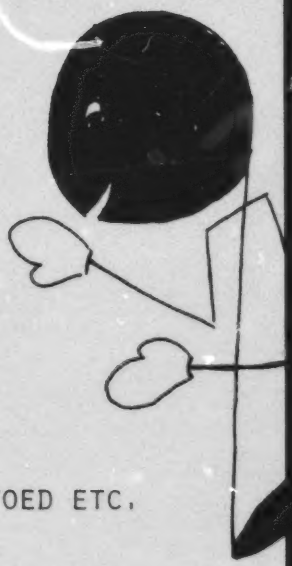
1. THESE FIRST TWO LINES COULD BE USED TO START A DISCUSSION ON FREEDOM.

   EX. HOW ARE WE FREE?
   DO PARENTS HAVE MORE FREEDOM THAN CHILDREN?

2. LEARNING TO SING THE SONG WILL BE EASIER IF THE RECORD IS AVAILABLE.

RELATED ACTIVITIES:

1. ILLUSTRATE IDEAS FROM THE SONG.
2. RESEARCH HOW U.S. GAINED FREEDOM.
3. DISCUSS CHILDREN OF OTHER LANDS.
4. DISCUSS EFFECT HANDICAPS HAVE ON FREEDOM.



# ACTION SONG-LONG-LEGGED SAILOR

MATERIALS: SONGBOOK-DO YOUR EARS HANG LOW?
BY TOM GLAZER P. 72
(SEE BIBLIOGRAPHY)

PROCEDURE:
1. DISCUSS WHAT A SAILOR IS AND DOES?
2. DISCUSS MEANING OF LOW-LEGGED, PIGEON TOED ETC.
3. LEARN SONG AND ACTIONS

RELATED ACTIVITIES:
1. INVESTIGATE SAILOR UNIFORMS AND TYPES OF SHIPS
2. WRITE A STORY ABOUT WHERE YOU WOULD LIKE TO TRAVEL AS A SAILOR
3. FIND WORDS OR PICTURES OF OBJECTS THAT RELATE TO SAILORS
4. DISCUSS BODY IMPERFECTIONS AS A HANDICAP.

# 3RD GRADE GOALS

1. STUDENT WILL UNDERSTAND HOW LIFE ROLES RELATE TO INDIVIDUAL ABILITIES.
2. STUDENT WILL BE ABLE TO SET SIMPLE GOALS AND ACHIEVE THEM.
3. STUDENT WILL BE AWARE OF VARIOUS REWARDS FOR ANY JOB WELL DONE.
4. STUDENTS WILL RECOGNIZE THE IMPORTANCE OF INDIVIDUAL CONTRIBUTION TO THE CLASS.

# SPIN A WEB

MATERIALS: 1 BALL OF YARN, SMALL GROUP 6-10

PROCEDURE: SITTING IN A CIRCLE, STUDENTS WILL SHARE THEIR NAMES AND SOME FACTS ABOUT THEMSELVES. (THOSE NOT WISHING TO SHARE HAVE THE "THE RIGHT TO PASS." THE LEADER HOLDS THE BALL OF YARN AND MAKES A STATEMENT--E.G., "MY NAME IS HERBERT, AND I LOVE STRING BEANS."--THEN TOSS THE BALL OF YARN TO SOMEONE ACROSS THE CIRCLE. THAT PERSON SHARES OR PASSES AND TOSSES THE YARN, UNTIL EVERYONE HAS HAD A TURN. THE LAST PERSON TOSSES THE YARN TO THE LEADER.

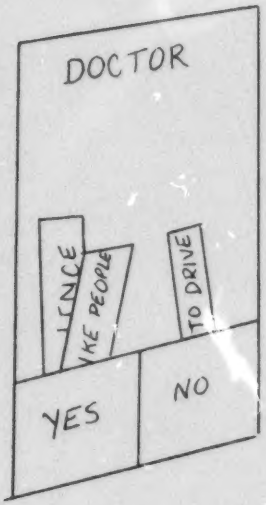
THE LEADER THEN TOSSES IT BACK TO THE PERSON FROM WHOM IT WAS RECIEVED, REPEATING THAT PERSON'S SHARING STATEMENT. EACH PERSON REPEATS, ROLLS UP THE SLACK, AND TOSSES THE YARN UNTIL IT IS AGAIN IN THE LEADER'S HANDS.

# CAREER POCKETS

MATERIALS: CONSTRUCTION PAPER POCKETS
OAKTAG STRIPS
PICTURES, IF AVAILABLE

PROCEDURE:

1. THIS ACTIVITY MAY BE SET UP AT A LEARNING CENTER AND DONE BY SMALL GROUPS. EACH POCKET WILL HAVE THE NAME OF AN OCCUPATION AT THE TOP.
2. TUCKED INTO THE POCKET WILL BE 5-7 TRAITS THAT MAY OR MAY NOT BE NECESSARY TO DO THAT PARTICULAR JOB. (EX. PATIENCE, MUST LIKE PEOPLE, MUST BE ABLE TO DRIVE, MUST BE ABLE TO WALK, MUST BE ABLE TO SEE, MUST BE A MAN, MUST BE A WOMAN, ETC.)
3. STUDENT WILL READ THE TRAITS AND SORT THEM INTO THE YES AND NO POCKETS.
4. THE STUDENT MAY DISCUSS HIS/HER DECISIONS WITH ANOTHER STUDENT OR WITH THE CLASS.



# PEOPLE'S CHOICE

MATERIALS: 6-8 PICTURES OF PEOPLE VARYING SEXES, RACES AND PHYSICAL ATTRIBUTES.

PROCEDURE: DISPLAY THE PICTURES SO ALL MAY BE SEEN AT ONCE. HAVE THE CHILDREN VOTE ON WHICH ONE THEY WOULD WANT FOR PRESIDENT. THEN DISCUSS HOW THEY VOTED. DID THEY VOTE ON KNOWLEDGE OR WHAT THE PERSON LOOKED LIKE? IN MOST CASES THEY DID THE LATTER. DISCUSS WISER AND FAIRER WAYS OF FORMING OPINIONS.

DISCUSS WHICH OF THE PEOPLE PICTURED IS MOST LIKELY AN ASTRONAUT, DOCTOR, TRUCK DRIVER ETC. WHERE DO THE STUDENT'S IDEAS OF DOCTORS COME FROM? DISCUSS HOW STEREOTYPES CAN LEAD TO FAULTY THINKING OR PREJUDICES.

# WORKERS STUDY

MATERIALS: CHALK, CHALKBOARD, PAPER, PENCILS

PROCEDURE: DAY 1-15-25 MINUTES

LIST THE FOLLOWING OCCUPATIONS ON THE CHALKBOARD:

A. CANNERY WORKER
B. CRIME LAB TECHNICIAN
C. LOGGER
D. JEWELER
E. TOUR GUIDE
F. CAMERA TECHNICIAN
G. JOURNALIST
H. BAKER
I. SCIENTIST
J. CLOWN

DISCUSS THE ABOVE LIST. WHAT ARE THE JOB REQUIREMENTS? WHERE DO THE PEOPLE WORK? WHAT SKILLS ARE NECESSARY? HAVE EACH STUDENT CHOOSE ONE AND DRAW A PICTURE OF A PERSON DOING THAT JOB. THEN WRITE A PARAGRAPH ABOUT A DAY ON THE JOB.

DAY 2-15-20 MINUTES

DRAW A GRAPH ON THE CHALKBOARD. CHART HOW MANY STUDENTS CHOSE EACH ONE AND WHY. HOW MANY MEN IN THE PICTURES AND HOW MANY WOMEN. HOW OFTEN WAS THE SEX DRAWING DIFFERENT FROM THE SEX OF THE STUDENT?

# MY GOAL CONTRACT

MY GOAL IS _____

_____

I WILL TRY TO REACH MY GOAL BY _____
(DATE)

_____ _____
(TEACHER) (CHILD)

MATERIALS: SEE DITTO 3-1

PROCEDURE: HAVE THE CHILDREN FILL OUT GOAL CONTRACTS LIKE THE ONE ABOVE. KEEP A CHART OF THOSE WHO REACH THEIR GOALS BY THE DESIGNATED DATE. YOU MAY WANT TO DISPLAY THE CONTRACTS ON THE BULLETIN BOARD AND PUT A GOLD STAR OR OTHER ATTRACTIVE MARKER ON EACH CONTRACT AS THE GOAL IS REACHED.

# SELECTING DAILY GOALS

MATERIALS: DITTO 3-2

PROCEDURE:

1. TEACHER WILL LEAD DISCUSSION ABOUT GOAL SETTING.
2. STUDENTS WILL BE AWARE OF WHEN GOAL SETTING COULD BE HELPFUL.
3. TEACHER WILL ASK STUDENTS TO CHECK GOALS THAT THEY FELT COULD BE ACCOMPLISHED IN 1 DAY AND IN 1 WEEK.
4. STUDENTS WILL INDICATE THEIR DECISIONS ON DITTO.
5. EACH STUDENT WILL BE ASKED TO SELECT 1 GOAL FOR THE FOLLOWING DAY.
6. THE STUDENTS WILL WRITE THEIR GOAL AND THE TEACHER WILL COLLECT THE GOALS FOR SAFE KEEPING TILL THE NEXT DAY.
7. STUDENTS WILL BE REMINDED OF THEIR GOALS IN THE MORNING. AS THE DAY ENDS THE STUDENTS WILL RECEIVE THEIR GOAL SHEET BACK. THEY WILL NOW WRITE IF THEY WERE ABLE TO ACHIEVE THEIR DAILY GOAL AND EXPRESS HOW THEY FEEL ABOUT THEIR GOAL.

# VALUES VOTING

MATERIALS: LIST ON BOARD SENTENCES SUCH AS THOSE LISTED BELOW.

HAVE A CHART PREPARED TO TALLY VOTES.

PROCEDURE:

1. TEACHER WILL READ VARIOUS SENTENCES AND CHILDREN WILL VOTE TO INDICATE IF THAT SENTENCE IS TRUE FOR THEM.

   MY FAVORITE SPORT IS BASEBALL.

   I HAVE READ A BOOK THIS YEAR.

   I HAVE A PET.

   MY FAVORITE ICE CREAM FLAVOR IS CHOCOLATE.

2. THE TEACHER WILL COMPLETE THE TALLY CHART. AFTER THE CHART IS COMPLETED A DISCUSSION SHOULD FOLLOW TO MAKE STATEMENTS ABOUT THE CLASS FROM THE STATISTICS COLLECTED.

# FRAMED PARAGRAPH ON REWARDS

MATERIALS: MUST HAVE FRAMED PARAGRAPH PREPARED ON BUTCHER PAPER, OVERHEAD, OR A DITTO.

PROCEDURE:

1. TEACHER WILL INTRODUCE STUDENTS TO THE TERM REWARD. MAY EXPLAIN OR QUESTION STUDENTS TO GET THEIR OPINIONS ABOUT REWARDS.
2. THIS ACTIVITY MAY BE SET UP IN A CREATIVE WRITING CENTER OR AS A DITTO FOR CLASS INSTRUCTION.
3. A REWARD IS _____ _____. TWO THINGS THAT ARE GOOD ABOUT EARNING A REWARD ARE_____ AND _____. THERE ARE MANY DIFFERENT KINDS OF REWARDS, SOME OF THESE ARE _____, _____ _____ AND _____ _____. ONE GOOD THING I HAVE DONE TO EARN A REWARD WAS _____ _____
4. HAVE STUDENTS REWRITE THEIR PARAGRAPH AND AS AN EXTENDED ACTIVITY THE STUDENTS MAY WISH TO DESIGN A REWARD ON THEIR PAPER.

# CAREER SCRAPBOOK

MATERIALS: SCRAPBOOK, MAGAZINES, NEWSPAPER, STUDENT'S REPORTS

PROCEDURE:

1. THE PURPOSE OF THE CAREER SCRAPBOOK IS TO HELP STUDENTS BECOME AWARE OF THE WIDE RANGE OF SKILLS THAT PEOPLE POSSESS AND THE MANY CAREERS WHERE THOSE SKILLS MIGHT BE USED. IT IS IMPORTANT TO KEEP THIS BOOK FREE OF SEX ROLE STEREOTYPING. HIGHLIGHT THE SKILLS SO THAT BOTH FEMALES AND MALES CAN SEE THEMSELVES PERFORMING THE TASKS.
2. RESPONSIBILITY FOR MAINTAINING A CAREER SCRAPBOOK SHOULD BE ROTATED AMONG CLASS MEMBERS THROUGHOUT THE YEAR.
3. OCCASIONAL GUEST SPEAKERS WOULD BE GOOD TO KEEP INTEREST ALIVE. AT THE END OF THE YEAR, THE BOOK MAY BE DONATED TO THE LIBRARY AS A RESOURCE TO THE WHOLE SCHOOL.

# STUDENT OF THE DAY

MATERIALS: SMALL SCRAPS OF PAPER, PENCIL OR PEN, SHOE BOX

PROCEDURE: PICK OUT A STUDENT AND WRITE HIS/HER NAME ON A PIECE OF PAPER. SAY, "TODAY I WOULD LIKE YOU TO THINK ABOUT A QUALITY THAT _____(NAME)_____ HAS THAT YOU LIKE." "SOMETIME DURING THE DAY PLEASE WRITE DOWN WHAT YOU LIKE ABOUT THIS PERSON. DO NOT SIGN YOUR NAME. ONLY POSITIVE STATEMENTS ARE ACCEPTABLE." THE TEACHER STARTS BY WRITING, "I LIKE THE WAY _____(NAME)_____ IS USUALLY (CHEERFUL, NEAT, CONSIDERATE, ETC.)." AT THE END OF THE DAY THE STUDENT NAMED MAY TAKE THE PAPERS HOME. (TEACHER SHOULD CHECK THE COMMENTS BEFORE PASSING THE PAPERS TO THE STUDENTS.)

PLACE A SLOTTED SHOE BOX, PAPER, AND PENCIL IN AN OUT-OF-THE-WAY SPOT. YOU MAY NEED TO REMIND STUDENTS TO TAKE PART BEFORE THE DAY IS OVER.

# GOALS MOBILE

MATERIALS: CONSTRUCTION PAPER (OAKTAG) 5 x 7
FELT TIP PENS
METAL CLOTHES HANGER
YARN OR STRING
TEACHER MADE EXAMPLES

PROCEDURE:

1. STUDENT WRITES THREE OR FOUR GOALS HE/SHE CHOOSES FOR HIM/HERSELF ON THE CONSTRUCTION PAPER OR OAKTAG.
2. CUT AROUND THE WRITTEN GOAL IN DIFFERENT SHAPES.
3. ATTACH STRING OR YARN TO THE VARIOUS SHAPES.
4. TIE THE GOALS TO THE HANGER SO THAT THEY BALANCE.
5. MOBILES CAN BE HUNG IN THE CLASSROOM OR TAKEN HOME TO BE HUNG IN THE STUDENT'S ROOM WHERE HE/SHE WILL BE REMINDED OF HIS/HER GOALS.

# STORY WRITING ABOUT GOALS

MATERIALS: MAGAZINES, PASTE, SCISSORS, CONSTRUCTION PAPER

PROCEDURE: HAVE STUDENTS LOOK THROUGH MAGAZINES TO FIND PICTURES THAT RELATE TO SETTING GOALS. ASK EACH CHILD TO WRITE ABOUT HIS/HER PICTURE AND WHAT HE/SHE THINKS THE GOAL MIGHT BE THAT IS DEPICTED IN THE PICTURE.

PASTE EACH STUDENT'S PICTURE AND STORY ON A PIECE OF CONSTRUCTION PAPER AND DISPLAY THE CLASSWORK ON A BULLETIN BOARD.

ALTERNATIVE SUGGESTION: ALL THE STORIES AND PICTURES COULD BE MADE INTO ONE LARGE BOOK ENTITLED GOAL SETTING IDEA.

## 4TH GRADE GOALS

1. STUDENTS WILL RECOGNIZE AND APPRECIATE THAT INDEPENDENCE OF INDIVIDUAL ROLES WITHIN THE CLASSROOM.
2. STUDENT WILL BE AWARE OF THE RELATIONSHIP OF INDIVIDUAL ROLES WITHIN THE COMMUNITY.
3. STUDENT WILL UNDERSTAND THE COOPERATIVE EFFORT NECESSARY FOR THE PRODUCTION OF PRODUCTS AND SERVICES.
4. STUDENT WILL UNDERSTAND THE MONEY SYSTEM VS. THE BARTER SYSTEM.

# OPINION POLL

MATERIALS: COPIES OF OPINION POLL SHEET (SEE DITTO 4-1)
PENCILS, AND ISSUE

PROCEDURE:

1. DISCUSS A JOB RELATED ISSUE SUCH AS DRAFTING WOMEN INTO THE ARMED SERVICES OR HIRING A HANDICAPPED PERSON FOR A PARTICULAR JOB.
2. WRITE UP THE ISSUE FOR STUDENTS TO COPY ONTO THE OPINION POLL SHEET.
3. STUDENTS INTERVIEW PEOPLE ABOUT THEIR OPINION ON THE ISSUE.
4. SET A DATE FOR FOLLOW UP DISCUSSION ON THE POLL.

RELATED ACTIVITIES:

1. STUDENTS GRAPH THE OUTCOME FO THE POLL.
2. RESEARCH ON HOW NATIONAL POLLS ARE TAKEN.

# JOB RIDDLES

MATERIALS: LIST OF JOBS, JARGON, PAPER PENCILS

PROCEDURE:
1. WRITE OR TELL EXAMPLES OF JOB RIDDLES TO THE CLASS.
2. STUDENTS MAKE UP THEIR OWN RIDDLES OR USE JOKE AND RIDDLE BOOKS TO COPY OUT A RIDDLE.
3. PLAN A SHARING TIME FOR RIDDLES OR USE THEM FOR A BULLETIN BOARD.

RELATED ACTIVITIES: ILLUSTRATE RIDDLES
CLASSIFY RIDDLES ACCORDING TO JOB AND MAKE A BOOK

RIDDLE EXAMPLE: WHY DO BUTCHERS MAKE GOOD GOSSIPS?
THEY LIKE TO CHEW THE FAT.

WHAT'S THE BUSIEST TIME FOR A DENTIST?
TOOTH-HURTY.

# MIME TIME

MATERIALS: SET OF CARDS WITH NONTRADITIONAL ACTIVITIES; ONE SET FOR GIRLS ONE FOR BOYS, BOX FOR EACH SET OF CARDS

ACTIVITY EXAMPLES:

GIRL PLAYING FOOTBALL
GIRL PUMPING GAS
GIRL CHANGING A TIRE
GIRL FIXING A CAR OR BUILDING A TREEHOUSE ETC.

BOY PLAYING WITH A DOLL
BOY BAKING/FROSTING A CAKE
BOY IRONING A SHIRE
BOY SEWING ON A BUTTON ETC.

PROCEDURE:

1. STUDENTS SELECT A CARD FROM CORRECT BOX ( BOY-BOY BOX GIRL-GIRLBOX)
2. STUDENT PANTOMIMES THE ACTION CLASS GUESSES THE ACTION
3. CLASS DISCUSSES THEIR REACTIONS TO THE ACTIVITIES.

RELATED ACTIVITIES:

1. HUNT FOR PICTURES AND STORIES OF PEOPLE IN NON TRADITIONAL JOBS AND CREATE A BULLETIN BOARD.
2. INTERVIEW SOMEONE IN A NONTRADITIONAL JOB AND REPORT TO CLASS OR HAVE SOMEONE IN SUCH A JOB VISIT CLASS.

# WRITE ON!-COMMUNITY ROLES

MATERIALS: CHALKBOARD, FRAMED PARAGRAPH ABOUT A JOB, PAPER AND PENCILS

PROCEDURE: ON THE BOARD WRITE A PARAGRAPH LIKE THE FOLLOWING:

FOR THIS JOB A PERSON NEEDS_____.

THIS WORKER KNOWS_____.

USUALLY _____ AND _____ARE NEEDED TO DO THIS JOB. A PERSON SHOULD _____ IF HE/SHE WANTS THIS JOB.

THIS JOB IS_____.

RELATED ACTIVITIES: 1. ILLUSTRATE THE JOB.

2. RESEARCH JARGON WHICH RELATES TO THE JOB.

# STEREOTYPE MONSTER

MATERIALS: LARGE PAPER, MAGIC MARKERS

PROCEDURE:

1. DIVIDE THE CLASS UP INTO SMALL GROUPS (4-5)
2. EACH GROUP DRAWS A MONSTER WITH 3-4 HEADS AND EXAGGERATED FEATURES.
3. NEAR EACH HEAD OUTLINE COMIC STRIP BALLOONS FOR CONVERSATION.
4. STUDENTS WRITE A STEREOTYPE IDEA COMMONLY HEARD IN EACH BALLOON.
   EXAMPLES: GIRLS CAN'T PLAY SOCCER.
   BOYS SHOULDN'T CRY. ETC.
5. HANG UP MONSTERS AND DISCUSS THE IDEAS ILLUSTRATED.

RELATED ACTIVITIES: BOYS LEARN TO KNIT AND CROCHET
GIRLS BUILD MODELS
SEE BULLETIN BOARD FOR EXAMPLE

# STENCIL NOTES

MATERIALS: CARROTS, POTATOES, GADGETS FOR PRINTING KNIFE, TEMPERA PAINT, NEWSPRINT PAPER, STAPLER.

PROCEDURES: STUDENTS WILL DESIGN, PRINT, ASSEMBLE, VARIOUS NOTE PADS FOR CLASS USE.

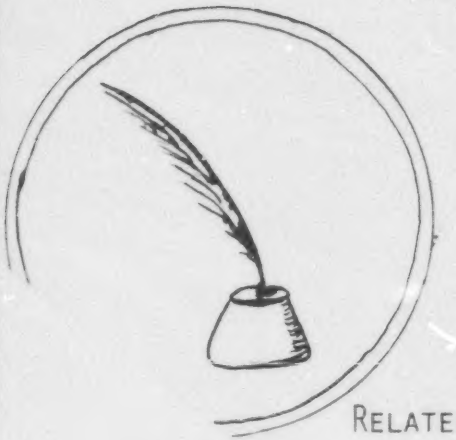
1. PUT STUDENTS IN GROUPS OF 4
2. ASSIGN JOBS- A. DESIGNER (DESIGNS)
   B. STENCIL MAKER (CARVES DESIGN)
   C. PRINTER (PRINTS)
   D. ASSEMBLER (STAPLES AND ASSEMBLES)
3. STUDENTS WORK TOGETHER TO IMPLEMENT A FINISHED PRODUCT. END PRODUCT MAY BE USED FOR GIFT, CLASSROOM USE, ETC.

# COLONIAL COINS

MATERIALS: THIN CARDBOARD, FOIL, STRING, BLACK PAINT, GLUE

PROCEDURE:

1. CUT OUT CIRCLES OR CARDBOARD 3-4 INCH DIAMETER.
2. CHOOSE JOB SYMBOL-OUTLINE SYMBOL ON CENTER OF CIRCLE WITH STRING. GLUE IN PLACE.
3. GLUE STRING AROUND EDGE OF CIRCLE.
4. COVER CIRCLE WITH FOIL AND SMOOTH AROUND DESIGN. GLUE FOIL TO BACK OF CARDBOARD.
5. ANTIQUE COIN WITH PAINT AS FOLLOWS: COVER WITH PAINT, WAIT ONE MINUTE, WIPE AND BUFF.



RELATED ACTIVITIES:

1. RESEARCH MONEY USED IN COLONIAL TIMES SUCH AS WAMPUM A PIECES OF EIGHT.
2. WHAT DOES 2 BITS MEAN? 4 BITS?
3. RESEARCH ON ONE OF THE MINTS.

# PRODUCTION PICTURES

MATERIALS: 12 x 18 MANILA DRAWING PAPER
BLACK CRAYON OR MAGIC MARKER

PROCEDURE:

1. DISTRIBUTE PAPER TO STUDENTS.
2. STUDENTS PUT INITIALS ON CORNER OF PAPER, THEN MARK ONE STRAIGHT LINE ANYWHERE ON THE SHEET OF PAPER.
3. STUDENTS PASS TO ANOTHER STUDENT WHO MUST ADD A CURVED LINE ANYWHERE ON THE PAPER. STUDENTS CONTINUE PASSING, ADDING: ZIGZAG LINE, CIRCLE, ETC.

MAY REPEAT ANY LINE.

4. PASS BACK TO STUDENT WHOSE INITIALS ARE ON THE PAPER. THEY WILL THEN LOOK AT THE PAPER AND USE IMAGINATION TO COMPLETE A PICTURE.

PROMOTES UNDERSTANDING OF CO-OPERATIVE EFFORTS.

# PICK A JOB

MATERIALS: OLD MAGAZINES, CONSTRUCTION PAPER, GLUE, LINED PAPER

PROCEDURE:

1. STUDENTS SELECT A PICTURE OF SOMEONE DOING A JOB.
2. CUT AND MOUNT PICTURE NEATLY ON CONSTRUCTION PAPER.
3. WRITE A BRIEF DESCRIPTION OF THE JOB.

PICTURES ARE LINED UP ON CHALK RAIL. SHUFFLE DESCRIPTIONS AND HAND ONE TO EACH STUDENT. THE OBJECT IS TO MATCH DESCRIPTION WITH PICTURE.

RELATED ACTIVITIES:

1. STUDENTS MAY ENJOY DRAWING THE PICTURES.
2. DISCUSS WOMEN VS. MEN IN THESE JOBS.
3. CAN HANDICAPPED PEOPLE PERFORM THESE JOBS?
4. DISCUSS WHY SOME DESCRIPTIONS ARE BETTER THAN OTHERS.

# "BARTER DAY"

PROCEDURE: DISCUSS "BARTERING"; WHAT IT IS, HOW IT'S USED, WHEN IS IT USED. RELATE TO MATH AND HISTORY.

MAKE PLANS FOR A "BARTER DAY".

STUDENTS WILL BRING IN TO THE CLASSROOM A FEW ITEMS OF THEIR OWN TO "BARTER". E.G. GAMES OR TOYS THEY ARE TIRED OF. STUDENTS WILL BE GIVEN INSTRUCTIONS THAT THEY MAY NOW "BARTER" FOR DIFFERENT ITEMS WITH THEIR CLASSMATES. EACH STUDENT MUST STRIKE THE BEST DEAL THEY CAN FOR AN ITEM THEY WISH TO OBTAIN.

EXTENDED USE: STUDENTS NEED TO KNOW THAT THEY MAY ALSO BARTER FOR SERVICES AS WELL AS OBJECTS. DAYS MAY BE HELD FOR VARIOUS KINDS OF BARTERING.

# CLASSROOM JOBS

PROCEDURE: DISCUSS NECESSITY OF JOBS IN THE CLASSROOM. WHY SHARE RESPONSIBILITY OF THE CLASSROOM?
QUESTION: WHAT KINDS OF JOBS?, NECESSARY, UNNECESSARY?, BEST FOR BOY/GIRL?, HOW OFTEN DONE?, ETC.

CHOOSE JOBS TO BE DONE IN THE CLASSROOM. A LIST AND A SCHEDULE IS THEN MADE OUT. STUDENTS SHOULD ALL WORK ON THE JOBS BY A ROTATION SYSTEM.

CLASSROOM DISCUSSION TO BE HELD ONCE A WEEK. QUESTIONING HOW JOB WAS DONE. EASY OR HARD? WHY?

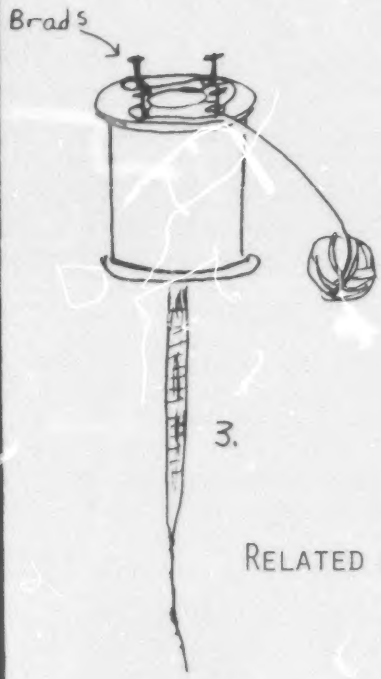
STUDENTS SHOULD GRADUALLY BECOME AWARE OF HOW THEY ARE ALL DEPENDENT ON EACH OTHER TO BE HELPFUL AND DO A GOOD JOB.

# SPOOL OR FRAME KNITTING

MATERIALS: EMPTY THREAD SPOOLS, SMALL BRADS, TACK HAMMER, YARN, CROCHET HOOKS
STEVE CANEY'S PLAY BOOK (SEE BIBLIOGRAPHY)
FRAME & SPOOL ARE WELL ILLUSTRATED

PROCEDURE: MAKE KNITTING SPOOLS AS FOLLOWS:

TAP 4 BRADS-EVENLY SPACED-IN ONE END OF SPOOL.




TO KNIT:

1. DRAW STRAND OF YARN DOWN THROUGH SPOOL AND WRAP AROUND EACH NAIL.
2. KEEP YARN MOVING AROUND NAIL WHILE DRAW LOOP UP AND OVER NAIL WITH CROCHET HOOK.
3. PULL DOWN ON YARN AS YOU WORK; SOON KNITTED TAIL WILL EMERGE.
4. CHANGE COLORS BY CUTTING AND KNOTTING NEW YARN TO OLD.
5. TO FINISH-PULL LOOPS OF NAILS AND RUN YARN THROUGH EACH; PULL TIGHT. MAY COIL AND SEW FOR POT HOLDERS, CRITTERS ETC.

RELATED ACTIVITIES: RESEARCH SHEEP TO YARN PROCESS.

# ASSEMBLY LINE PRODUCTION

MATERIALS:

1. CHOOSE A PRODUCT THE CLASS COULD MANUFACTURE. (FOR EXAMPLE BEAN BAGS, GAMES, COOKIES, ETC.)
2. HAVE STUDENT LIST AND ASSEMBLE THE MATERIALS.
3. LIST ON THE BOARD THE JOBS AVAILABLE IN THE PRODUCTION PROCESS. DIVIDE STUDENTS INTO SMALL GROUPS OF THREE AND HAVE EACH GROUP SELECT ITS TASK ON THE PRODUCTION LINE. ASK EACH GROUP TO NAME A LEADER.
4. WITH 3 x 5 CARDS AT EACH STATION DESCRIBING THE TASK, PLACE GROUPS ACCORDING TO THEIR JOB SELECTIONS.
5. DELIVER THE FINISHED PRODUCT. SET PRODUCTION FOR NEXT DAY.

2ND DAY REPEAT THE PRODUCTION SLIPS, DISCUSS FEELINGS ABOUT WORKING TOGETHER. SET QUOTA FOR FINAL DAY.

3RD DAY WITHOUT TELLING THE ENTIRE PRODUCTION COMPANY, REASSIGN ONE GROUP OF WORKERS TO THE LIBRARY OR ANOTHER CLASSROOM. ANNOUNCE TO THE CLASS THAT SOME WORKERS ARE ABSENT. HOWEVER, WORK MUST GO ON IN SPITE OF WORKER ABSENTEEISM.

BRING ABSENT WORKERS BACK TO CLASS AND DISCUSS THE EFFECT IT HAD ON PRODUCTION.

SOURCE: BREAD & BUTTERFLIES



4&UP

# MAPPING-CLASSROOM/SCHOOL

MATERIALS: DRAWING PAPER, CRAYONS OR MARKERS

PROCEDURE:

1. STUDENTS TRY TO VISUALIZE SCHOOL WITH ROOF OFF.
2. EACH STUDENT MAPS THE ROOM PUTTING IN HIS/HER OWN AREA PLUS MAJOR CLASSROOM AREAS
3. IN SMALL GROUPS STUDENTS TRY TO MAP BUILDING BEING CAREFUL TO ADD OTHER ROOMS (JOBS) BESIDE CLASSROOMS.

NOTE: INDIVIDUAL AND GROUP ACTIVITIES ARE DONE AT DIFFERENT TIMES.

RELATED ACTIVITIES:

1. PLAN AND DRAW IN ROUTES FROM CLASSROOM TO OTHER AREAS
2. DISCUSS OTHER ROLES IN THE BUILDING OR SEND OUT STUDENT OBSERVERS TO RECORD WHAT IS HAPPENING.
3. PLAN CAN BE DRAWN TO ACCOMPANY CHILDREN WITH HANDICAPS. STAIRS, BATHROOMS, NARROW HALLWAYS, ETC.

# INTERDEPENDENCY OF WORKERS

MATERIALS: PRODUCT LIKE CARTON OF MILK, BAG POTATOES, EGGS.

PROCEDURE: HAVE STUDENTS BRING A PRODUCT TO SCHOOL THAT IS MANUFACTURED LOCALLY. TRACE THE PRODUCT FROM THE RAW MATERIAL THROUGH THE MANUFACTURER OR PROCESSOR TO THE RETAIL CLERK.

DRAW A CHART (OR HAVE STUDENT) ON THE BOARD TO SHOW ALL THE PEOPLE WHO HAVE HANDLED EITHER THE RAW MATERIAL OR THE PRODUCT. (DON'T FORGET CONTAINER.)

HAVE THE STUDENT DECIDE WHICH OF THESE PEOPLE ARE INDEPENDENT, DEPENDENT, AND INTERDEPENDENT IN RELATION TO THE OTHERS IN THE DIAGRAM.

POINT OUT THAT THE NUMBER OF INTERDEPENDENT RELATIONSHIPS HAS INCREASED BECAUSE OF TECHNOLOGY.

SOURCE: BREAD & BUTTERFLIES



4 & UP

# 5TH GRADE GOALS

1. STUDENTS WILL BE AWARE OF THE RELATIONSHIPS BETWEEN CLASSROOM LEARNING AND JOB RELATED SKILLS.
2. STUDENTS WILL PRACTICE INTERVIEWING TECHNIQUES WITHIN THE SCHOOL ENVIRONMENT AND THE COMMUNITY.
3. STUDENTS WILL BE AWARE OF THE DIFFERENCE BETWEEN RURAL AND URBAN CAREER CHOICES AND HOW THEY RELATE TO LIFE STYLES.
4. STUDENTS WILL BE AWARE OF THE ECONOMIC RAMIFICATIONS OF CAREER CHOICES.

# ALPHABET OF CAREERS

MATERIALS: BULLETIN BOARD WITH LARGE COLORFUL LETTERS OF THE ALPHABET ON IT.

PROCEDURE:

1. CHALLENGE THE STUDENTS TO THINK OF THE NAME OF A CAREER THAT BEGINS WITH THAT LETTER.
2. TRY TO GET AS MANY JOBS FOR EACH LETTER AS POSSIBLE.
3. LET THE STUDENTS ADD THE NAMES THEY FIND WITH FELT MARKERS IN SUCH A WAY AS TO ADD TO THE ATTRACTIVENESS OF THE OVERALL EFFECT.

# CATALOGUE SHOPPING

MATERIALS: OLD CATALOGUES, ORDER SHEET (SEE DITTO H )
PENCILS

PROCEDURE:

1. ESTABLISH A SUM TO BE SPENT.
2. SET A MINIMUM NUMBER OF ITEMS TO PURCHASE.
3. PRACTICE LOOKING UP ITEMS IN A CATALOGUE IF NECESSARY.
4. IN SMALL GROUP OR AS A LEARNING CENTER, STUDENTS FILL OUT ORDER SHEET RECORDING CODES AND PRICES.
5. TOTAL PURCHASE SHOULD BE FOUND.

NOTE: SPECIALIZED CATALOGUES COULD MAKE ACTIVITY RELATE TO SPECIFIC OCCUPATIONS.

RELATED ACTIVITIES:

1. HOW COULD THESE ITEMS BE PURCHASED WITHOUT MONEY?

# SKILL POCKETS

MATERIALS: CONSTRUCTION PAPER FOLDED TO MAKE POCKETS, 2 X 5 OAKTAG CARD WITH SCHOOL SUBJECTS LISTED ON EACH

PROCEDURE:

1. THIS ACTIVITY CAN BE SET UP AS A LEARNING STATION SINCE IT IS SELF PACED AND SELF CORRECTING.
2. STUDENT WILL READ A BRIEF DESCRIPTION ABOUT A CAREER ON _____.
3. THE STUDENT WILL THEN READ THE SCHOOL SUBJECT CARDS AND DECIDE IF THEY ARE IMPORTANT FOR THAT PARTICULAR JOB.
4. SUBJECTS THAT RELATE WILL BE PUT IN THE YES POCKETS. THOSE THAT AREN'T WILL BE PUT IN THE NO POCKET.
5. THE POCKET WILL HAVE CORRECT ANSWERS LISTED ON BACK.

# TWENTY QUESTIONS

MATERIALS: 3 x 5 CARDS WITH OCCUPATION TITLES

PROCEDURE:

1. ONE STUDENT DRAW AN OCCUPATION CARD FROM THE PACK OF CARDS AND SITS FACING THE CLASS.
2. A SCOREKEEPER TALLIES THE NUMBER OF QUESTIONS ASKED, NOT TO EXCEED TWENTY.
3. STUDENTS FROM THE CLASS ASK A QUESTION ABOUT THE OCCUPATION. THE QUESTIONS MUST REQUIRE A YES OR NO ANSWER.
4. IF A STUDENT THINKS HE/SHE KNOWS THE OCCUPATION THEY MAY GUESS WHEN CHOSEN. IF THE STUDENT GUESSES CORRECTLY, THAT STUDENT THEN DRAWS AN OCCUPATIONAL CARD AND SITS UP FRONT. IF NO ONE GUESSES CORRECTLY THEN THE LEADER MAY CHOOSE ANOTHER TO TAKE HIS/HER PLACE.

# CAREER DAY-JOB SHADOWING

MATERIALS: LOCAL PHONE BOOK

PROCEDURE:

1. ADVANCE TEACHER PREPARATION IS THE KEY TO THIS ACTIVITY.
2. CONTACT LOCAL BUSINESS PEOPLE AND OBTAIN PERMISSION FOR A STUDENT TO VISIT THE BUSINESS AND SPEND AN HOUR AND A HALF OBSERVING. ALL STUDENTS WILL VISIT THEIR BUSINESSES ON THE SAME DAY, AT THE SAME TIME.
3. TEACHER SENDS ALL INFORMATION TO BUSINESSES AND INCLUDES A LIST OF PARTICIPATING BUSINESSES.
4. HAVE STUDENTS CHECK THEIR FIRST 3-5 CHOICES, ONCE ALL THE BUSINESSES HAVE BEEN CONTACTED.
5. MATCH STUDENT INTERESTS WITH VISITATIONS AS BEST CAN BE DONE. THOSE WHO DO NOT GET FIRST CHOICES MUST ACT AS CLASS REPORTERS.
6. STUDENTS SEND A LETTER OF INTRODUCTION TO THE INDIVIDUAL CONTACT PERSON 2 WEEKS PRIOR TO VISIT.
7. PREPARE STUDENTS IN ADVANCE AS TO PROPER DRESS, AND BEHAVIOR.
8. ORGANIZE PARENTS TO DELIVER THE STUDENTS.
9. STUDENTS AND TEACHER COMPILE A LIST OF APPROPRIATE QUESTIONS TO ASK LOCAL BUSINESS PEOPLE.

CONT.

10. HAVE QUESTIONS DITTOED FOR STUDENT.

11. EACH CHILD SHOULD HAVE A PACKET WHICH INCLUDES THE FOLLOWING: NAME OF BUSINESS AND ADDRESS, NAME OF CONTACT PERSON, PAPER, PENCIL, INTERVIEW QUESTIONS, PHONE NUMBER OF SCHOOL (IN CASE OF EMERGENCY) AND NAME OF DRIVER.

12. TEACHER SHOULD ORGANIZE DRIVERS TO EACH AREA TO AVOID EXCESSIVE DRIVING AND CONFUSION.

13. AFTER VISITATION STUDENTS WILL MAKE A BRIEF TALK ABOUT THEIR VISIT.

14. STUDENTS WILL WRITE A ONE PAGE REPORT AND ILLUSTRATION ABOUT THEIR VISITATION. COMPILE REPORTS INTO A BOOKLET.

15. IMMEDIATELY HAVE STUDENTS SEND THANK-YOU LETTERS TO BUSINESSES.

RELATED ACTIVITIES:

1. BULLETIN BOARD SUGGESTION SHOW MAP OF AREA AND INCLUDE BUSINESSES.

2. STUDENTS OFTEN RETURN FROM VISITATION WITH SHOW AND TELL MATERIALS, SNAPPING A PICTURE TO CAPTURE THE EXCITEMENT AND ADD TO THE STUDENT BOOKLET OR BULLETIN BOARD.

3. EMPHASIZE THE RELATIONSHIP BETWEEN SCHOOL SUBJECTS AND JOB SKILLS.

# JOB SORT

MATERIALS: INDEX CARDS WITH VARIOUS OCCUPATIONS DEPICTED, EITHER PRINTED OR PICTURES.
DITTO 5-1 OR 5-1A

PROCEDURE:

1. TO COMPLETE ACTIVITY STUDENTS WILL NEED DECK OF OCCUPATIONS AND DITTO 5-1 OR 5-1A
2. THE STUDENT MUST SORT THE DECK AND RECORD THE RESULTS ON THE DITTO
3. STUDENTS MUST BE ABLE TO DEFEND THEIR DECISIONS AS TO HOW THEIR DECISIONS WERE MADE.

# LIFE STYLE SURVEY

MATERIALS: INTERVIEW SHEET ON DITTO 5-2

PROCEDURE:

1. STUDENTS WILL INTERVIEW NEIGHBORS AND LOCAL BUSINESS PEOPLE USING THE DITTO.
2. STUDENTS WILL RECORD INFORMATION AND RETURN TO CLASSROOM.
3. TEACHER WILL LIST VARIOUS INFORMATION ABOUT INTERVIEWED OCCUPATIONS ON A CHART FOR THE CLASS.
4. COLLECTED DATA WILL BE USED TO MAKE GENERALIZATIONS ABOUT OCCUPATIONS.
5. DATA MAY BE ANALYZED MATHEMATICALLY AS WELL AS VERBALLY.

# SHOE BOX KIT

MATERIALS: SHOE BOX, CONTACT PAPER, MARKERS, MATERIALS APPROPRIATE FOR A SINGLE OCCUPATION DITTO 5-3 ( IDEA SHEET )

PROCEDURE:

1. SELECT A CAREER THAT CAN BE RELATED TO THE DISCIPLINE YOU TEACH.
2. SELECT A SINGLE SKILL THAT IS USED BY PEOPLE IN THE CAREER YOU HAVE SELECTED.

   EX. A WAITOR/WAITRESS SETS A TABLE
   A FARMER PLANTS SEEDS

3. COLLECT HARDWARE NECESSARY. WHEN POSSIBLE USE FULL SIZE OR SAMPLE ITEMS RATHER THAN TOYS. OFTEN A SMALL SIZE OR SAMPLE ITEM WILL BE SUITABLE. A SMALL HAMMER, REAL PLASTIC SILVERWARE, ETC.
4. DEVELOP DIRECTIONS FOR THE LEARNER. MAKE THE PROJECTS AS SELF-CONTAINED AS POSSIBLE.
5. PLAN A GOAL THAT THE STUDENTS WILL RECOGNIZE.

   EX. YOU WILL HAVE ALL THE MAIL SORTED BY ZIP CODE.

6. INCLUDE A LIST OF ALL MATERIALS IN BOX. DIRECTIONS AND INVENTORY MAY BE GLUED TO INSIDE OF TOP.

RELATED ACTIVITY: AFTER SHOWING STUDENTS SEVERAL EXAMPLES: THEY MAY MAKE THEIR OWN AND ADD TO YOUR CLASS COLLECTION.

# WHO'S WHO IN THE CLASS

MATERIALS: DITTO 5-4

PROCEDURE:

1. DISTRIBUTE DITTO TO ALL STUDENTS.
2. STUDENTS MUST COLLECT SIGNATURES FROM CLASSMATES WHO FIT EACH PARTICULAR CATEGORY.
3. TEACHER MUST ALLOW STUDENTS TO MOVE ABOUT ROOM FREELY TO COLLECT SIGNATURES.
4. TEACHER MAY WANT TO SET SOME TYPE OF TIME LIMIT ON ACTIVITY-20 MINUTES SHOULD BE SUFFICIENT.
5. FOLLOWING 20 MINUTES, THE TEACHER MAY LEAD DISCUSSION AND HAVE STUDENTS COMPARE ANSWERS AS A GROUP.

# 6TH GRADE GOALS

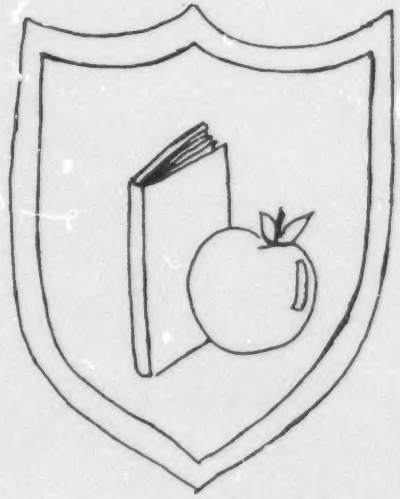
1. STUDENTS WILL RECOGNIZE STEREOTYPING IN MEDIA.

2. STUDENTS WILL EXPLORE THE EDUCATION REQUIREMENTS OF VARIOUS CAREER CHOICES.

3. STUDENTS WILL BE INTRODUCED TO THE 15 JOB CLUSTERS.

4. STUDENTS WILL BE AWARE OF JOB ATTAINMENT SKILLS.

# JOB PATCHES



MATERIALS: FELT, GLUE, SCISSORS.

PROCEDURE:

1. DISCUSS SKILLS NEEDED AND/OR JARGON RELATED TO A VARIETY OF JOBS.
2. STUDENTS CHOOSE A JOB AND DESIGN A FELT PATCH WITH APPROPRIATE SYMBOLS.

NOTE: SEE APPENDIX B

RELATED ACTIVITIES:

1. RESEARCH A JOB IN DEPTH AND DIAGRAM ACTIVITIES INVOLVED.
2. CREATE A PATCH AS A GIFT FOR SOMEONE IN A SPECIAL JOB.

# SOUP CANS

MATERIALS: 4-5 CANS OF CAMPBELL'S SOUP
BUTCHER PAPER
MARKERS
APPENDIX B - LIST OF JOB CLUSTERS

PROCEDURE:

1. GROUP STUDENTS SO THERE ARE 4-5 IN EACH GROUP.
2. ASK THE STUDENTS TO LIST ALL THE JOBS THAT COULD RELATE TO THE PRODUCTION OF THAT CAN OF SOUP.
3. HAVE STUDENTS LIST JOBS ON BUTCHER PAPER.
4. LET STUDENTS KNOW THAT THE ACTIVITY IS TIMED. ONLY ALLOW THEM 5-10 MINUTES TO COMPLETE THE LIST.
5. FOLLOWING THE ACTIVITY, COMPARE LISTS AND DISCUSS.
6. SEE IF ALL JOB CLUSTERS ARE REPRESENTED.

# DOCTOR BRAINSTORM

MATERIALS: DITTO #6-1

PROCEDURE:
1. HAVE STUDENTS WRITE DOWN ON DITTO WORDS THEY CAN THINK OF WHEN THEY SEE THE WORD DOCTOR.
2. USE WORDS THEY HAVE LISTED AND WRITE A SHORT STORY.

RELATED ACTIVITIES: DITTOS CAN BE MADE UP FOR OTHER CAREERS SUCH AS LAWYERS, POSTMASTERS, NURSES, TRUCK DRIVERS, ETC.

# NAME GAME

MATERIALS: BLACKBOARD DISPLAY OR OVERHEAD TRANSPARENCY

PROCEDURE:

1. EXPLAIN TO STUDENTS THAT YEARS AGO PEOPLE USED TO GET THEIR LAST NAMES FROM THEIR JOBS. (EX. MR. MILLER MAY HAVE RUN A MILL. MRS. SMITH MAY HAVE BEEN A SILVERSMITH.)
2. CREATE LAST NAMES FOR PEOPLE WHOSE OCCUPATIONS ARE LISTED BELOW. REMEMBER, THE NAME SHOULD RELATE TO THE JOB.

FIXES TELEVISIONS _____ REPORTS WEATHER _____

DRIVES RACING CARS _____ PAINTS LINES ON HIGHWAYS _____

MAKES EYEGLASSES _____ REPAIRS WATCHES _____

TRAINS DOGS _____ INSPECTS CLOTHING _____

# CLASSIFIED ABBREVIATIONS

MATERIALS: NEWSPAPER CLASSIFIED SECTION

PROCEDURE:
1. LOOK AT VARIOUS NEWSPAPER CLASSIFIED ADVERTISEMENT SECTIONS.
2. HAVE STUDENT WRITE TWELVE DIFFERENT ABBREVIATIONS FOUND IN THESE ADVERTISEMENTS AND THE MEANING OF EACH ABBREVIATION AS IT IS USED IN CLASSIFIED ADS.

EXAMPLE:

| | ABBREVIATION | MEANING |
|---|---|---|
| 1. | APTS. | APARTMENTS |
| 2. | APP. | APPOINTMENT |
| 3. | EXC. COND. | EXCELLENT CONDITION |

# MOCK JOB

MATERIALS: SEE DITTO 6-3

PROCEDURE: CREATE AN IMAGINARY PERSON APPLYING FOR A JOB. COMPLETE ALL SECTIONS ON THE JOB APPLICATION FORM AS IF THAT PERSON WERE SERIOUSLY TRYING TO GET THE JOB.

# FILL OUT THAT FORM

MATERIALS: DITTO 6-3

PROCEDURE:
1. EXPLAIN THE IMPORTANCE OF FILLING OUT APPLICATIONS CORRECTLY.
2. EXPLAIN TO STUDENTS WHAT BY LAW DOES NOT HAVE TO BE ANSWERED. (SEX, AGE, HANDICAP, RELIGION, ETC.)

# FAMILY TREE

MATERIALS: DITTO 6-4

PROCEDURE:

1. AS AN AT HOME ASSIGNMENT, ASK STUDENTS TO FILL IN THE FAMILY TREE WITH OCCUPATIONS RELATIVES HAVE HELD.
2. HAVE STUDENTS RETURN THEIR ASSIGNMENT AND EITHER DISPLAY OR SHARE INFORMATION.
3. MAY HAVE STUDENTS SEE IF THERE IS A CONNECTION BETWEEN OCCUPATIONS AND FAMILIES.

# SIGNS OF THE TIMES

MATERIALS: DITTO 6-5

PROCEDURE:
1. HAVE STUDENTS DRAW SIGNS OR SYMBOLS TO HELP PEOPLE RECOGNIZE PRODUCTS OR SERVICES.
2. HAVE STUDENTS USE EXAMPLES ON DITTO 6-5 OR CREATE THEIR OWN. MAY BE DRAWN ON POSTER BOARD AND USED AS A BULLETIN BOARD DESIGN FOR CLASSROOM.

# UNUSUAL JOBS

MATERIALS: SEE DITTO 6-6

PROCEDURE:
1. HAVE STUDENT RESEARCH JOB. (FOR LIST SEE APPENDIX C)
2. FILL OUT INFORMATION CARD.
3. DISPLAY ON CLASSROOM BULLETIN BOARD.

OTHER ACTIVITIES: PUT NAMES OF CAREERS ON CARDS AND PUT THEIR JOB FUNCTION ON CARDS. PLAY CONCENTRATION.

# NEWS MEDIA STEREOTYPING

MATERIALS: DITTO 6-2

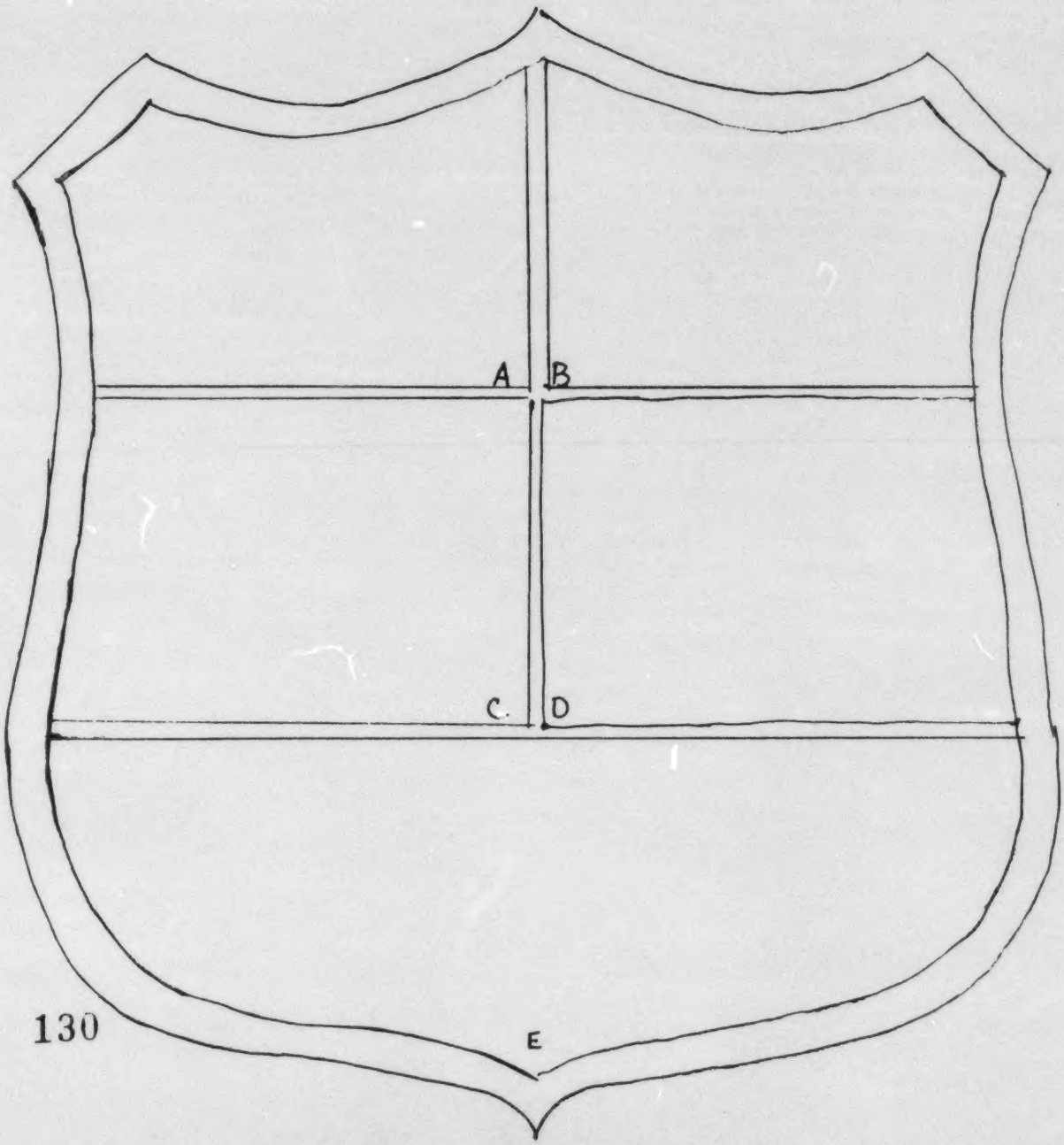
PROCEDURE:

1. ASSIGNMENT MUST BE DONE AT HOME. STUDENTS WILL BE ASKED TO WATCH LOCAL NEWSCAST AND NATIONAL NEWS.
2. WHILE WATCHING TV, STUDENTS WILL COMPLETE CHART ON ALL NEWSCASTERS - EVEN THOSE CONDUCTING ON LOCATION INTERVIEWS.
3. WHEN STUDENTS COMPLETE ASSIGNMENT AND RETURN THEM, COMPARE LISTS.

RELATED ACTIVITY: COMPARE VARIOUS NETWORKS AND THE AMOUNT OF STEREOTYPING. ALSO, COMPARE LOCAL NEWSCASTERS WITH NATIONAL.

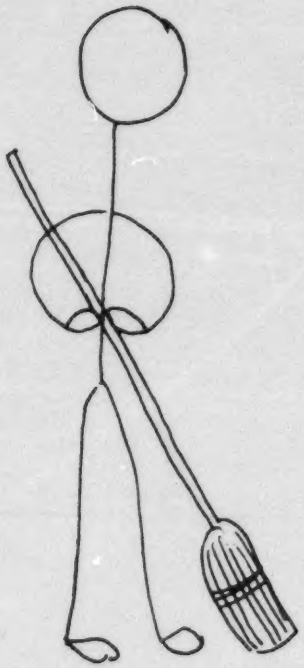
DITTO MASTERS

# FAMILY SHIELD

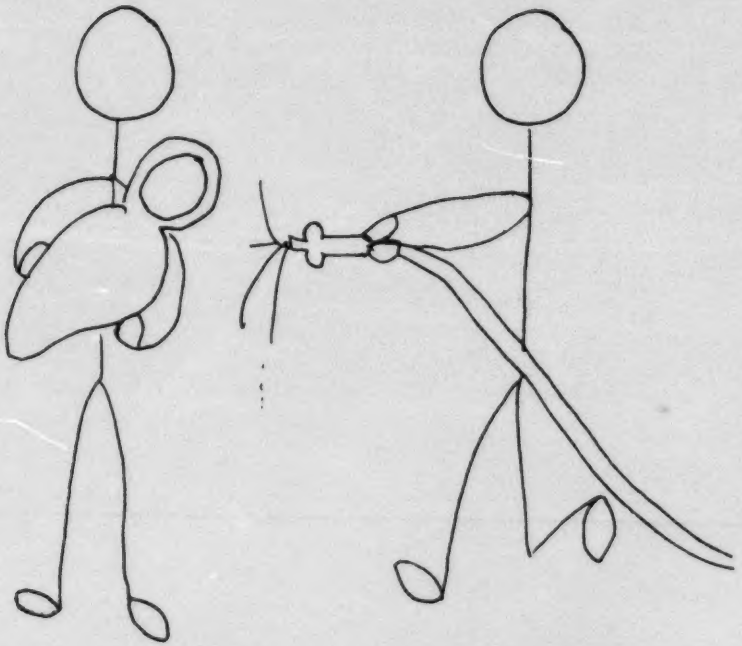


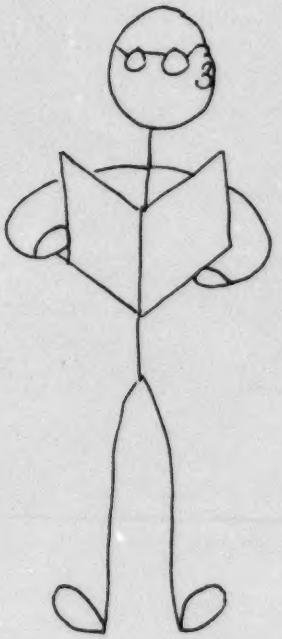
DITTO 2-1

# Stick Figure Mystery



131





132

# MY GOAL CONTRACT

MY GOAL IS _____

_____

_____

_____

_____

_____

I WILL TRY TO REACH MY GOAL BY _____
(DATE)

_____ _____
(TEACHER) (CHILD)

## Goals for Me

_____ I will get all 100's on my work

_____ I will try my hardest all day.

_____ I will pay attention to directions.

_____ I willnot talk out without raising my hand.

_____ I will not run in the hall

_____ I will eat all my lunch.

_____ I will not be late from recess.

_____ I will follow all the room rules all day.

_____ I will get my math done on time.

_____ I will clean out my desk before leaving

_____ I will clean up after myself.

_____ I will do something kind for another student today.

DITTO 4-1

RESEARCHER: "AS A SOCIAL STUDIES PROJECT IN SCHOOL I HAVE AGREED TO CONDUCT AN OPINION POLL ON AN ISSUE THAT PEOPLE ARE CONCERNED ABOUT. I HOPE TO BETTER UNDERSTAND WHY PEOPLE FEEL AND ACT AS THEY DO. IF YOU AGREE TO HELP ME, I PROMISE NOT TO REVEAL YOUR NAME TO ANYONE-NOT EVEN MY TEACHER. ALL I NEED TO KNOW IS ARE YOU UNDER TWENTY OR OVER THIRTY?"

THE ISSUE

WHAT ARE YOUR OPINIONS?

WHY DO YOU FEEL THIS WAY?

| UNDER 20 | OVER 30 |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |

JOB SORT

| INSIDE JOB | OUTSIDE JOB | RURAL JOB | URBAN JOB |
|---|---|---|---|
| | | | |

JOB SORT

| CAN BE DONE BY EITHER MEN OR WOMEN | CAN BE DONE BY PERSON CONFINED TO SEAT | CAN BE DONE BY EITHER ENGLISH SPEAKING OR NON ENGLISH SPEAKING PERSON | MUST HAVE DRIVERS LICENSE | MUST HAVE EDUCATION BEYOND HIGH SCHOOL |
|---|---|---|---|---|

# LIFE STYLE INTERVIEW FORM

1. WHAT IS YOUR OCCUPATION? 1._____
2. HOW MANY HOURS PER WEEK DO YOU WORK? A. LESS THAN 40 B. MORE THAN 40
   2._____
3. DO YOU WORK DAYS OR NIGHTS? 3._____
4. HOW MANY DAYS OFF DO YOU HAVE EACH WEEK? 4._____
5. HOW MANY WEEKS OFF DO YOU GET EACH YEAR? 5._____
6. DO YOU HAVE A FAMILY? 6._____
7. DO YOU HAVE TIME FOR HOBBIES AND ACTIVITIES ASIDE FROM YOUR OCCUPATION?
   7._____
8. IS IT IMPORTANT FOR YOU TO LIVE WITHIN 10 MILES OF YOUR WORKPLACE?
   8._____
9. IS YOUR WEEKLY INCOME A. AVERAGE? B. BELOW AVERAGE? C. ABOVE AVERAGE?
   9._____

# SOME POSSIBLE IDEAS AND TITLES FOR YOUR SHOE BOX KIT

INTERIOR DESIGN
WATER POLLUTION CONTROL
T-SQUARE KIT
CARPENTRY
MAIL CARRIER
ROCK GARDEN
PILOT AND CO-PILOT
WANT ADS
ARTIST
NEWSPAPER REPORTER
HOW TO PLANT A TREE
ARTIFICIAL FLOWER ARRANGING
RECONCILE BANK STATEMENT
A CASHIER MAKES CHANGE
PLANNING A BUDGET
CARD CATALOG
DRESSMAKER
WOOD FINISHER
HOW TO MAKE ROAD MAP LEGENDS
ADVERTISING AGENT
LET'S HAMMER
HOW TO BE A CARTOONIST
MAIL BOX
SO YOU WANT TO BE A STAR
INSTALL PISTON RINGS
NEED A FRIEND?
WHAT DOES A RECORDING ENGINEER DO?
GIVING A SHOT
GARDNER
CARPET LAYER
TELLER
DRAFTING
WHAT A RANCH HAND SHOULD KNOW
I'D LIKE TO BE A SECRETARY
I'D LIKE TO BE A BOOKKEEPER
LEATHERSMITH
WHO CAN SET THE TABLE?
YOU WANT TO BE A BARBER
WEATHER FORECASTING
STORE CASHIER
CAREERS IN SEWING
MAKING AN EXTENSION CORD
SALESPERSON-DEPARTMENT STORE
TYE DYE ART
BE A FASHION DESIGNER
FLUSH TOGGLE SWITCH
STORY STARTER
COMMERCIAL ART: PACKAGE DESIGN
LOG BOOK
DENTIST IS A HEALTH WORKER
BUS DRIVER PLEASE TAKE ME HOME
FEELINGS TO STORIES
SPARK PLUG
MEASURING
THE COOK
PLACE SETTING FOR WAITRESS
BOOK MENDING
WEAVING
MEASUREMENT AREA
MYSTERY CIRCUITS
MAKING SIMPLE SOLUTIONS
FLY A PIECE OF PAPER
PHOTOTECHNOLOGY
CAN YOU BE AN ELECTRICIAN
CAKE DECORATION
SELECTING SAFE TOYS
STORYTELLING
HOW A FLORIST MAKES A CORSAGE
LAPITARY
BE A TRAVEL AGENT AND PLAN A TRIP
HOW A RIDER GROOMS A HORSE
THEATRICAL MAKE-UP
TRUCK DRIVER
CONSTRUCTION
DRESS DESIGNER
FOOD NUTRITIONIST
BE A GIFT WRAPPER IN A STORE
INTERIOR DECORATOR
PLAN A PARTY
LETTERING
YOU WANT TO BE A BEAUTICIAN

# WHO'S-IN-THE-GROUP FORM

1. A PERSON IN THIS GROUP WHO HAS NEVER BEEN OUTSIDE OUR STATE IS _____.
2. A PERSON IN THIS GROUP WHOSE FIRST NAME STARTS WITH THE SAME LETTER AS MINE IS _____.
3. A PERSON IN THIS GROUP WHO LIKES THE SAME SPORTS AS I DO IS _____.
4. A PERSON IN OUR GROUP WHO WAS BORN OUTSIDE OUR STATE IS _____.
5. A PERSON IN THIS GROUP WHO HAS THE SAME COLOR HAIR AS MINE IS _____.
6. A PERSON IN THIS GROUP WHOSE EYES ARE THE SAME COLOR AS MINE IS _____.
7. A PERSON IN THIS GROUP WHO HAS READ THE SAME BOOK THAT I HAVE IS _____.
8. A PERSON IN THIS GROUP WHO IS SHORTER THAN I AM IS _____.
9. A PERSON WHOSE BIRTHDAY FALLS ON THE SAME MONTH AS MINE IS _____.
10. A PERSON IN THIS GROUP WHO WEARS THE SAME SIZE SHOE THAT I DO IS _____.

DOCTOR BRAINSTORM

# NEWSCASTERS

DATE _____

TYPE BROADCAST: LOCAL NATIONAL

NETWORK: NBC ABC CBS PBS

TALLY

| | MALE | FEMALE |
|---|---|---|
| WHITE | | |
| BLACK | | |
| HISPANIC | | |
| NATIVE AMERICAN | | |
| ORIENTAL | | |
| HANDICAPPED | | |

TOTALS

WHITE MALES _____ WHITE FEMALES _____

BLACK MALES _____ BLACK FEMALES _____

HISPANIC MALES _____ HISPANIC FEMALES _____

NATIVE AMERICAN MALES _____ NATIVE AMERICAN FEMALES _____

ORIENTAL MALES _____ ORIENTAL FEMALES _____

HANDICAPPED MALES _____ HANDICAPPED FEMALES _____

NOTE: WAS ANY PROVISION MADE FOR THE NON HEARING AUDIENCE?

Ditto 6-3

105

APPLICATION FOR EMPLOYMENT

Date _____

PERSONAL INFORMATION

Name _____ Age _____ Sex _____

Address _____ City _____ State ____ ZIP _____

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Social Security No. _____

Height _____ Weight _____

Married _____ Single _____ Widowed _____ Separated _____

Number of Children _____

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If so, may we inquire your present employer? __

EDUCATION

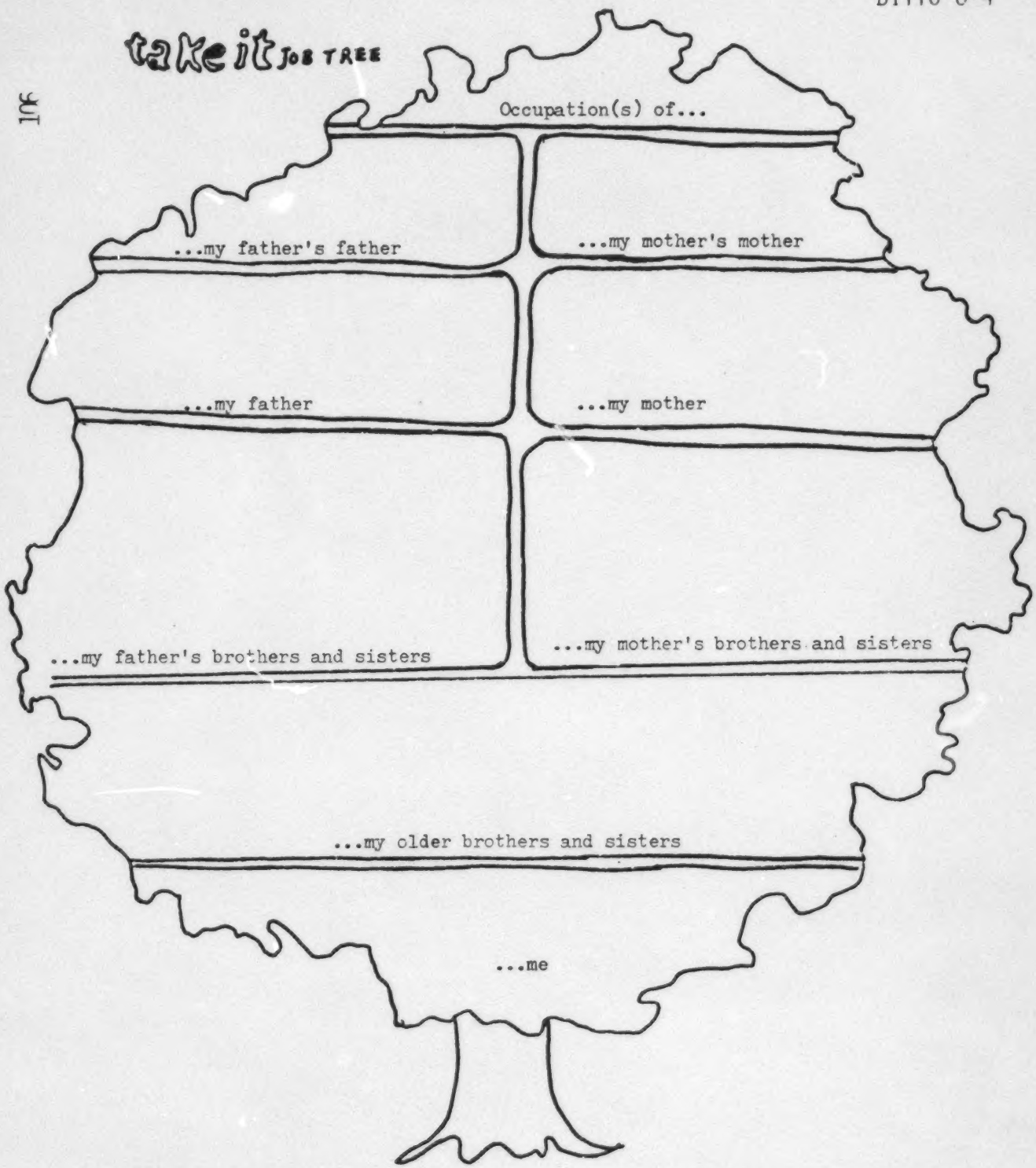
| | Name & Location | Years | Date Graduation |
|---|---|---|---|
| Grammar School | _____ | _____ | _____ |
| | _____ | | |
| High School | _____ | _____ | _____ |
| | _____ | | |
| College | _____ | _____ | _____ |
| | _____ | | |

FORMER EMPLOYERS:

| Date | Name of Employer | Salary | Reason for Leaving |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

REFERENCES: Give below the name of three persons not related to you whom you have known at least one year.

| Name | Address | Business | How Long |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |






DIRECTIONS

Ask your parents to help you fill in the blanks above. Study the Job Tree and then answer the following questions:

1. Do you see any pattern that has developed in the job choices of you family? If so, then why?
2. Which occupation on your Job Tree interests you the most?
3. Will your job section be influenced by your family's choice?

107

# SIGNS OF THE TIMES

STORES AND BUSINESSES OFTEN USE SIGNS OR SYMBOLS TO HELP PEOPLE RECOGNIZE PRODUCTS OR SERVICES. DESIGN A SIGN FOR EACH OF THE STORES LISTED. TRY TO AVOID WORDS.

A STORE THAT SELLS MUSICAL INSTRUMENTS

PET STORE

---

STORE THAT SELLS SPORTING GOODS

BICYCLE SHOP

# UNUSUAL JOB

CAREER TITLE: _____

JOB DESCRIPTION: _____

_____

_____

EDUCATION: _____

_____

_____

GEOGRAPHICAL AREA: _____

PHYSICAL REQUIREMENTS: _____

_____

OTHER:

# APPENDICES

APPENDIX A

## JOB CLUSTERS

1. CONSUMER & HOMEMAKING
2. MANUFACTURING
3. PERSONAL SERVICE
4. HOSPITALITY & RECREATION
5. MARKETING & DISTRIBUTION
7. ENVIRONMENT
8. HEALTH
9. BUSINESS & OFFICE
10. MARINE-SCIENCE
11. TRANSPORTATION
12. FINE ARTS & HUMANITIES
13. AGRI-BUSINESS & NATURAL RESOURCES
14. COMMUNICATION & MEDIA
15. CONSTRUCTION

## Appendix B

ACTUARY (INSURANCE)
AGONOMIST
ANTHROPOLOGIST
ARBORIST
AUDIOLOGIST
CARDIOLOGIST
CHIROPRACTER
CRYSTALLOGRAPHER
CYTOTECHNOLOGIST
ECONOMIST
ENTOMOLOGIST
FOUNDRYMAN
HEMATOLOGIST
HORTICULTURIST
INHALATION THERAPIST
JOURNALIST
METEOROLOGIST
NOTARY PUBLIC
NUTRITIONIST
PALEONTOLOGIST
PARAMEDIC
PEDIATRICIAN
PODIATRIST
SANITARIANS
STATISTICIAN
TYPOGRAPHER

APPENDIX C

INFORMATION ON HANDICAPPED

- CAREERS FOR HOMEBOUND
  PRESIDENTIAL COMMITTEE ON EMPLOYMENT
  FOR THE HANDICAPPED
  WASHINGTON, DC 20210

- NATIONAL ASSOC. FOR RETARDED CITIZENS
  2709 AVE. E EAST
  PO BOX 6109
  ARLINGTON, TX 76011

- THE COUNCIL OF EXCEPTIONAL CHILDREN
  1920 ASSOCIATION DRIVE
  RESTON, VIRGINIA 22091

# BIBLIOGRAPHY


Bread and Butterflies
A Curriculum Guide in Career Development
Agency for Instructional Television
Box A
Bloomington, Indiana 47401

Do Your Ears Hang Low?
Tom Glazer
Doubleday & Co.
Garden City, NY 1980

Free To Be You And Me
Marlo Thomas
McGraw-Hill Book Co.
New York, NY 1974

Is This You?
Ruth Krauss and Crockett Johnson
Scholastic Book Services
New York, NY 1955

Sesame Street Songbook
Joe Raposo and Jeffrey Moss
Simon & Schuster
New York, NY 1971

Steven Caney's Play Book
Workman Publishing Co.
New York, NY 1975

What Will I Be From A To Z?
Donald L. Gelb
National Dairy Council
Chicago, Illinois 60606
1970

# BULLETIN BOARD IDEAS

# Reading A Want Ad

Babysitter after school and weekends. Must love children. Own transportation. Salary opened. For more information call 657-7821 after 5.

What's the job?

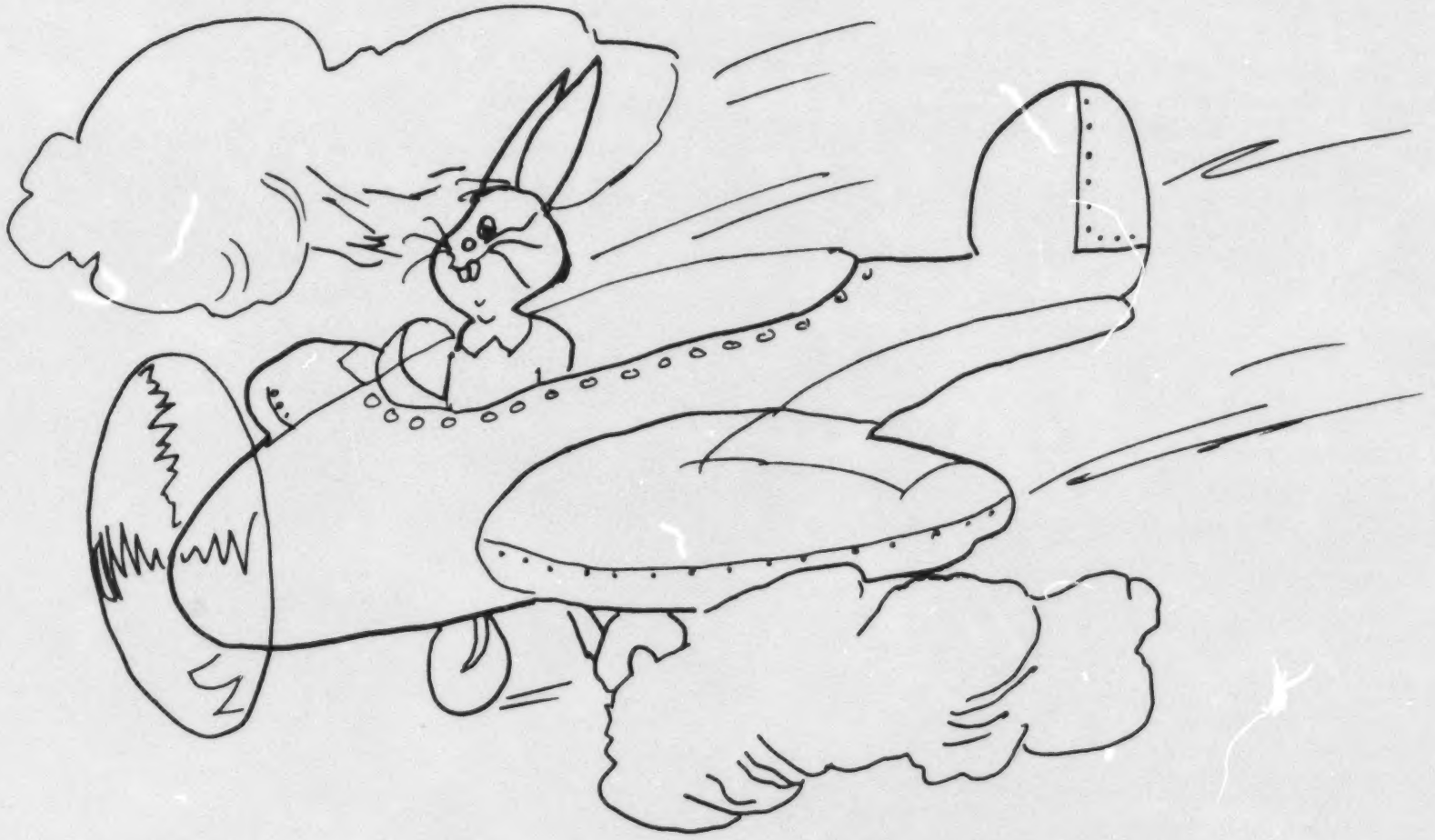
How to get to work?

Who to call for more information?

When is the job?

Qualifications?

salary?



# FLY INTO CAREERS

157

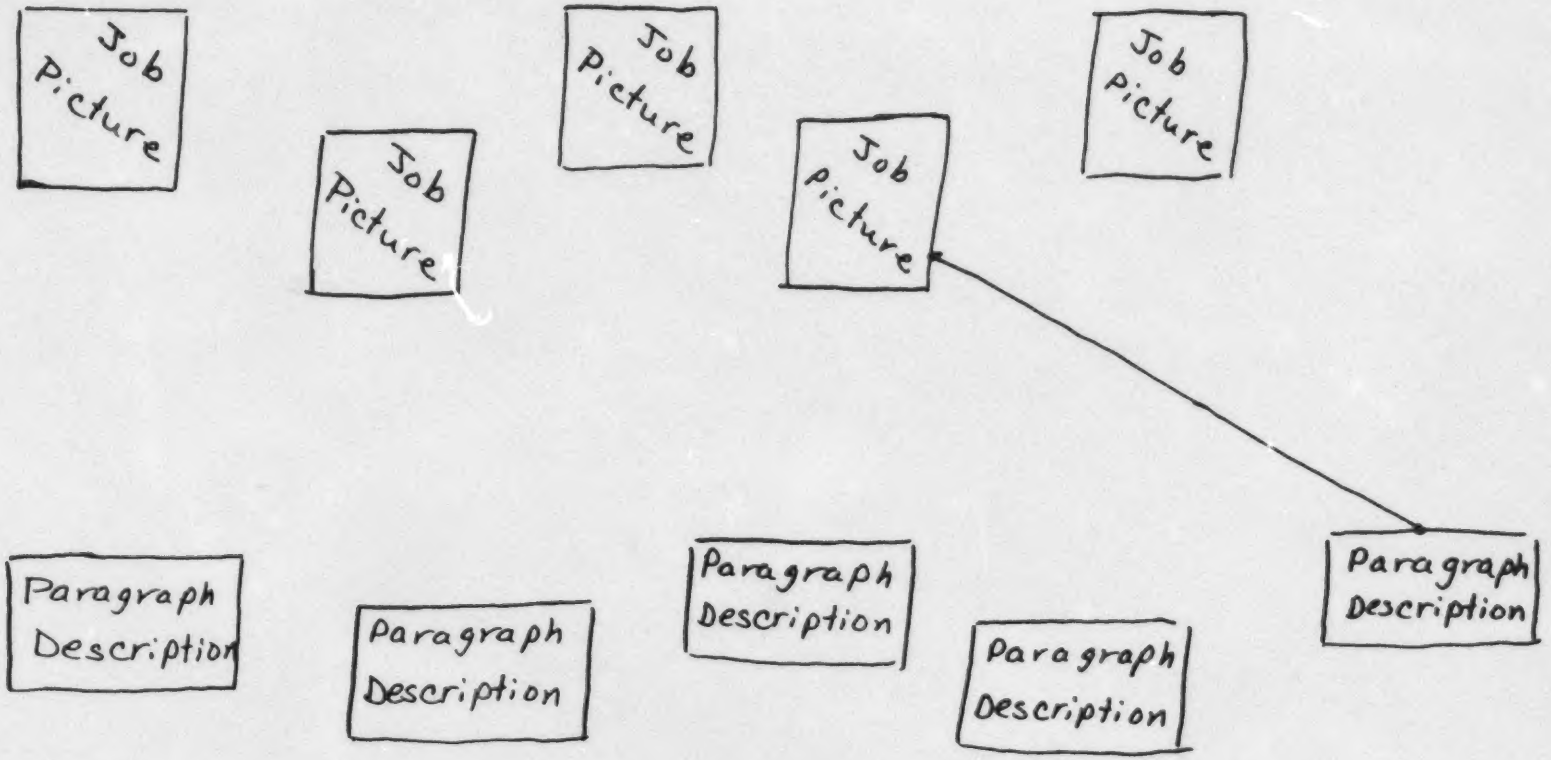
158

Boys play soccer
Only girls play with dolls
Boys Shouldn't Cry

159

160

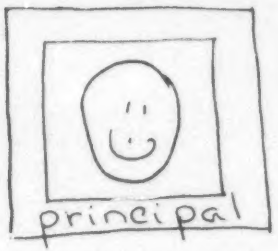
# Make A Match



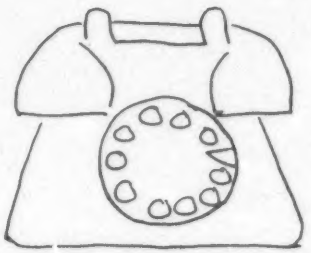

161

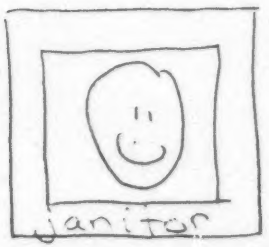
note: {Use magazines for job pictures.
{Mount any number to suit board.
students write the descriptions
use yarn to connect job with description

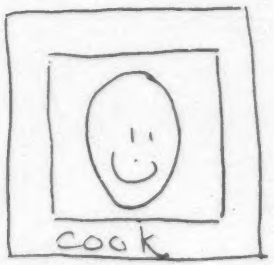
162

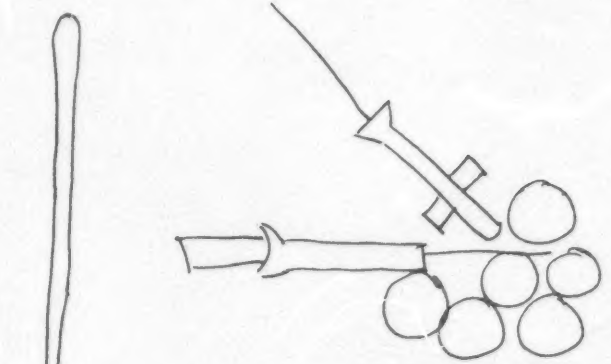


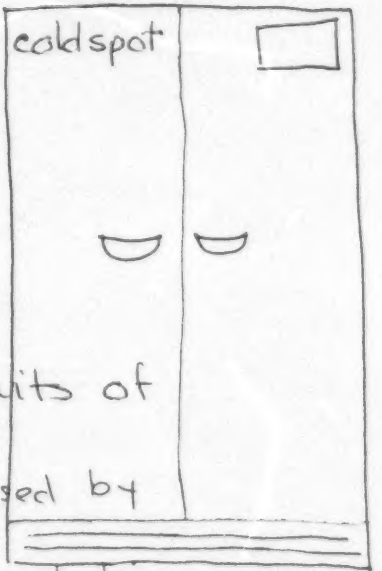

# SCHOOL HELPERS





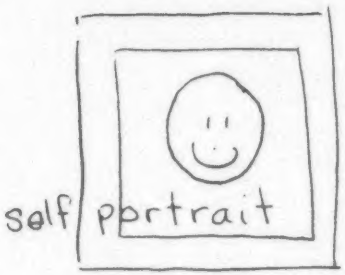



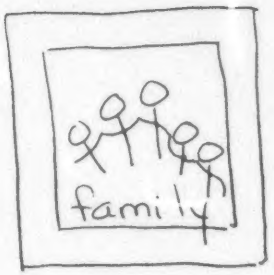



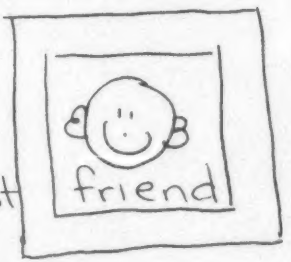


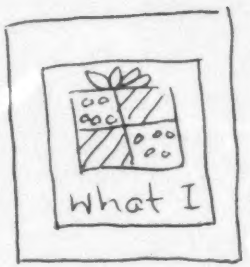

students draw portraits of school helpers.
students draw tools used by these workers.
Attach yarn to make matching possible.

# IS THIS YOU.?.?.?





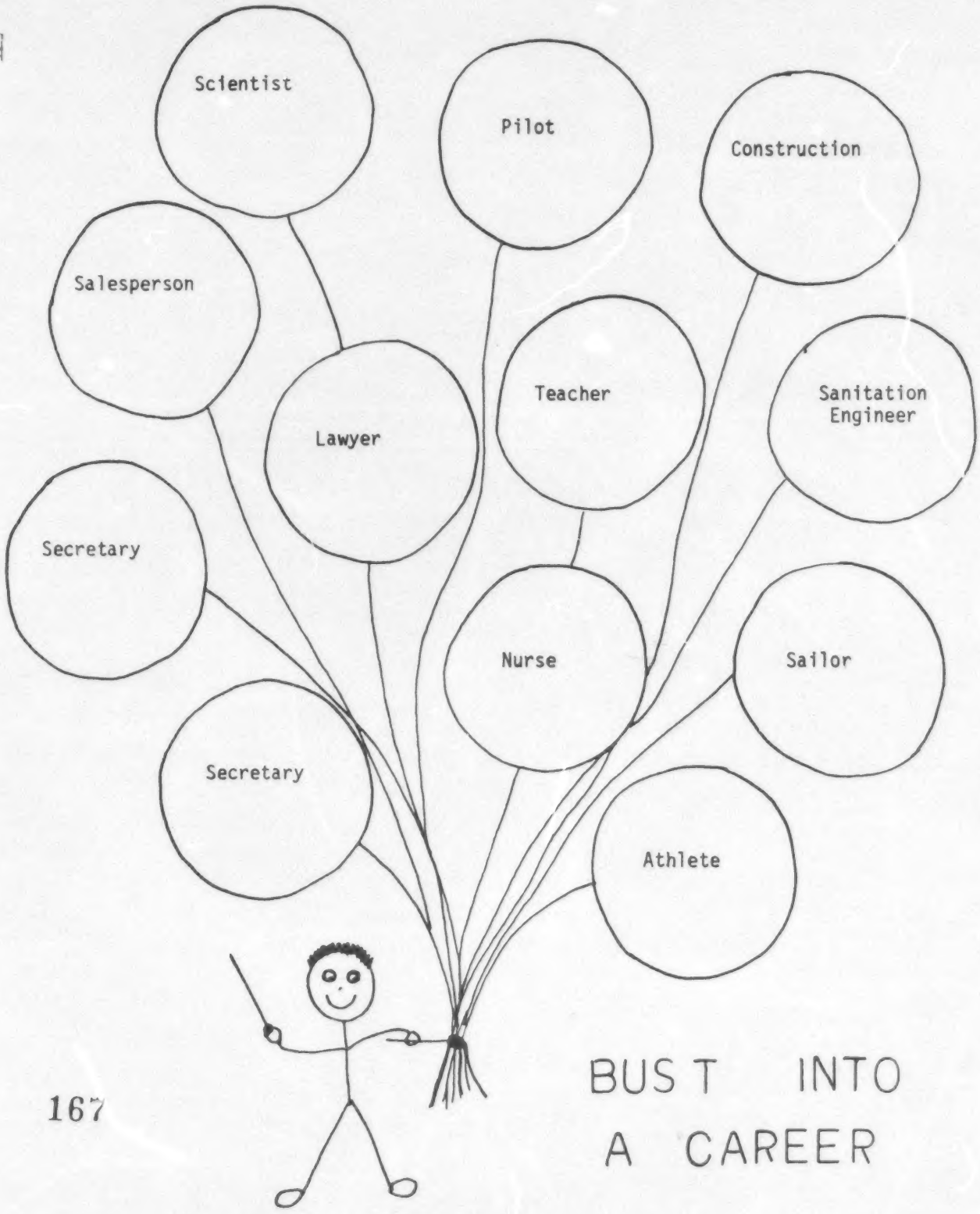

Suggestion:

Have each student make a booklet about themselves the first week of school. Assign a different topic each day. Use the student's booklets to provide a new bulletin board each day for the remainder of the month. Ask the students to guess who YOU might be.

This bulletin board can use careers that represent a specific cluster, parents occupations, or careers under study with a specific discipline.

HO:F 19.1

121




167

Sharon Sisk, Career Education Project, Bulletin Board Ideas, Pittsburg, Kansas

# WHAT CAREERS CAN YOU IDENTIFY HERE

122

Pictures of Worksites

# YOU'LL SCORE WITH MATH

Bank Teller

Sales Clerk

Cashier

Football Player

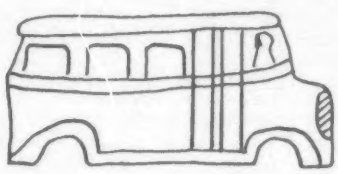
Broker

Bookkeeper

Collecting Agent

Programmer

# A CAREER WITHOUT PLANNING IS LIKE A WITHOUT WHEELS



123

# Can You Juggle Your Allowance?

* Career Education Games, Volume II, Exemplary Career Education Project, Springfield Public Schools, Springfield, Oregon, 1975